

# Audubon Charter School

428 BROADWAY  
NEW ORLEANS  
LOUISIANA  
70118

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## ATTACHMENT 1

**1. Provide the name of the proposed charter school.**

1. The name of the charter school is Audubon Charter School.

## ATTACHMENT 2

**2. Provide the name of each member of the non-profit corporation that is applying for the charter, and the names of the officers or board of directors' members of that non-profit corporation. Include home addresses, telephone numbers (home and office), facsimile numbers and e-mail addresses for each person listed. You must designate an officer of the board as the contact person for the application. In addition, provide background information for each board member, including whether he or she is a teacher, parent, school administrator, and/or community resident. Background information provided must clearly indicate compliance with LA-R.S.17:3983(F)(2).--This is the outline of who can start a charter school.**

2. The names of the members and board of directors of the non-profit corporation, Audubon Charter School, are:

<b>Name</b>	<b>Address</b>	<b>Telephone</b>
1. Charly Borenstein- Regueira Community Member	2724 Bell Street New Orleans, LA 70119	504-259-7726
2. Alisa Dupre Montessori Parent	3721 Red Cypress Point New Orleans, LA 70103	504-416-2217 504-394-8418
3. Chachie Dupuy French Parent	527 Fern Street New Orleans, LA 70118	504-427-9405
4. Pierre Lebovics Community Member	Consul General of New Orleans French Consulate 1340 Poydras, Suite 1710 New Orleans, LA 70112	504-523-5772
5. Jill Otis Retired Teacher	418 Calhoun Street New Orleans, LA 70118	504-899-2639 504-237-5530
6. Barbara Ricks Retired Teacher	15070 Bruhl Road Folsom, LA 70437	985-796-8471
7. Ashton Ryan	210 Baronne Street	

Community Member	New Orleans, LA 70112	
8. Joyous Van Buskirk	1137 Ninth Street	504-891-0023
Retired Teacher	New Orleans, LA 70115	504-220-0023
9. Carlos Zervigon	8424 Zimpel Street	504-442-2387
Teacher	New Orleans, LA 70118	

## ATTACHMENT 3

**3. Provide the anticipated opening date for the charter school (month/year).**

3. The anticipated opening date for Audubon Charter School is January 3, 2006.

## ATTACHMENT 4

**4. Provide a five-year projection of the number of students to be served in each grade of the school, the number of children expected in each class, and the total number of students.**

Audubon Charter School will enroll students in grades Pre-K-8 in its first half-year of operation. In each succeeding year, students in Pre-K and kindergarten will be added. All kindergarten students will be required to comply with Louisiana statutes, which set forth the school age entrance requirements. Kindergarten students are required to be at least five-years old on or before September 30 of the calendar year in which the school year begins. Vacant seats in other grades will also be filled as needed.

The table below shows a five-year estimation of student enrollment at Audubon Charter School. Pre-Katrina Audubon enrollment was roughly 525. When Audubon School is chartered and opened in January, the projected enrollment for January through May 2006 will be 250. The table below indicates the number of students per classroom required for the Montessori (M) and French (F) programs, the number of grades at each grade level, (shown in parentheses), and the total number of children enrolled over a five-year span.

Grade Level	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	M (1)	F (1)	M (1)	F (1)	M (1)	F (1)	M (2)	F (1)	M (2)	F (1)	M (2)	F (1)
Pre-K	24	28	24	28	24	28	48	28	48	28	48	28
Kinder-Garten	24	24	24	24	24	24	48	24	48	24	48	24
First	24	24	24	24	24	24	48	24	48	24	48	24

Second	24	24	24	24	24	24	48	24	48	24	48	24
Third	24	24	24	24	24	24	48	24	48	24	48	24
Fourth	24	24	24	24	24	24	48	24	48	24	48	24
Fifth	24	24	24	24	24	24	48	24	48	24	48	24
Sixth	24	24	24	24	24	24	48	24	48	24	48	24
Seventh	24	24	24	24	24	24	48	24	48	24	48	24
Eighth	24	24	24	24	24	24	48	24	48	24	48	24
Enrollment	M F	240 248 484	M F	240 248 484	M F	240 248 484	M F	480 248 728	M F	480 248 728	M F	480 248 728

Audubon Charter School will open its doors January 3<sup>rd</sup> and operate through May 26<sup>th</sup>. Post Katrina projected figures for enrollment will be 250 for that period of time. We chose to use a five-year projection beginning in 2006-2007 due to the uncertainty of our first half-year January through June 2006 enrollment figures. Our first half-year budget will reflect the 250 student enrollment figures.

- It is the intent of Audubon Charter School to add a fee-based Montessori Pre-K with a three and four-year old grouping in the 2006-2007 school year. The school is also considering creating a fee-based day-care center for the children of teachers who teach in the City New Orleans.

**ATTACHMENT 5**

**5. Provide the rationale for choosing to serve the grades and number of students in each grade and in the school as a whole.**

5. Audubon Charter School will serve grades Pre-K through eighth grade. Our students' academic achievement has improved each year based upon our age grouping and school's performance scores. Audubon Charter School will maintain and build upon its record of excellence.

**ATTACHMENT 6**

**6. (a) This Request should only be completed by applicants for Type 2 charters. Provide a copy of the letter from the local school board indicating denial of your application. If the local school board approved your application with conditions unacceptable to you, you must provide a detailed statement explaining why the conditions placed on the proposal by the local school board are not acceptable to you and in what way those conditions would impede your operation of the charter school you proposed through a charter with the local school board.**

**6. (b) This Request should only be completed by applicants for Type 2 charters seeking to convert and operate a preexisting public school. Please provide the documentation that the necessary approvals for the conversion of a preexisting public school have been obtained.**

**6. (c) This Request should only be completed by applicants for Type 4 charters seeking to convert and operate a preexisting public school. Please provide documentation that the necessary approvals for the conversion of a preexisting public school have been obtained.**

6. Audubon Charter School is not seeking a Type 2 or 4 Charter.

**ATTACHMENT 7**

**7. If your non-profit corporation is filing the application in conjunction with a college, university, or educational institution, you must provide the information below for each such entity. Also, if you are filing this application in conjunction with a for-profit entity or a not-for profit management company, you must provide the information below for each such entity. If you are not filing in conjunction with any entity, please so indicate in your responses to Requests Nos. 7 and 8 and proceed to Request No. 9.**

- **The name of the partner organization;**
- **A letter of intent or commitment from a bona fide representative of the partner organization indicating that the organization is undertaking the partnership and the terms and extent of the undertaking;**



- The name of a contact person for the partner organization; and
- The address, phone number, facsimile number, and e-mail of such contact person for the partner organization; and a description of the nature and purpose of the school's partnership with the organization.

7. Audubon Charter School is not filing this application in conjunction with any other entity.

#### ATTACHMENT 8

8. (a) If the charter school would be managed by a for-profit management company or a non-profit management company, then you must provide the name of such entity and specify the extent of the entity's participation in the management and operation of the school. As part of such discussion, please include the following:

- A list of all terms, indicating at a minimum, the fees to be paid by the proposed school to the management company, the length of the proposed contract, the terms for the contract's renewal and all provisions for termination; and
- Copies of the last two contracts that the management company has executed with operating charter schools (in Louisiana or other states).

8. (b) Please explain how and why the for-profit entity or non-profit management company was selected.

8. (c) If Requests Nos. 8(a) and 8(b) are applicable to your application and then provide all of the following information. If not applicable, please so note and proceed to Request No. 9.

- Evidence that the partnering corporate entity is authorized to do business in the state of Louisiana;
- The number of schools the entity presently manages (if any) and the location of those schools;
- The length of time the entity has been in business;
- The most recent annual report of the entity; and
- A copy of summary reports of student achievement results in schools managed by the entity.

8. Audubon Charter School will not be managed by a for-profit management company or a non-profit management company.

ATTACHMENT 9

**9. Develop and attach the mission statement for the proposed charter school. Describe how the mission provides a clearly articulated vision for a public school that would promote student achievement.**

9. Our mission at Audubon is to provide a developmentally appropriate learning environment in which high academic standards, a comprehensive arts education, and the celebration of individuality and diversity enable each child to achieve his or her potential as a learner, a person, and a contributing member of society.

ATTACHMENT 10

**10. Provide an "Executive Summary" for the proposed charter school; this summary must include the following elements:**

- A detailed explanation of why you are seeking to open a public charter school, including why the charter school is necessary at this time and in the proposed area of location;
- An explanation, supported by concrete examples, of what the proposed school would do more effectively than the schools that are now serving the target population and how the school would be able to accomplish its goals;
- A brief description of the proposed school's education program and philosophy; and a description of how that program would implement one or more of the following purposes:
- Improve student learning and achievement and, in general, the public school system;
- Increase learning opportunities and access to quality education for all students, including, in particular, expanded learning opportunities for children "at-risk" of academic failure;
- Encourage use of different and innovative teaching methods;
- Create professional opportunities for teachers, school administrators, and other personnel;
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and
- Institute a change from rule-based to performance-based accountability systems for meeting measurable student achievement results.

10. Executive Summary

Audubon Charter School is dedicated to the development of creative, constructive and disciplined learners. This objective is achieved through uniquely innovative educational programs. Each program encapsulates those best practices established in educational research, such as conceptualization through hands-on learning and academic study through a foreign language. The additional assets of our school environment – those of an arts based instructional focus, multi-culturalism, an effective literacy component, developmental strategies in the teaching of mathematics, a diverse student body, an arts-

oriented after school program and a collaborative effort in school leadership combine to provide a rich learning environment for our students. Measurement of test data shows a steady progression of growth over time and is testimony to the effectiveness of our methodology. It is our intention to create a Type 3 conversion charter in order to further fortify our existing program by developing a cohesive entity fashioned from our instructional integrity, guidance of the governance board and the Audubon Parent Teacher Organization (PTO). We can thereby assure the continued strong growth of student achievement at Audubon.

Audubon Charter School will provide educational opportunities for the children of the New Orleans area. This unique learning community is composed of highly trained faculty members, supportive parents and civic leaders. Our environment encourages issues of diversity and equality. Citizens such as the aforementioned offer the best hope for New Orleans' collective future as a new cadre of civic and professional leaders in the community encouraging a communal celebration of diversity. Students work together on group projects, thereby developing an appreciation of each individual's unique talents. Our students graduate as creative thinkers as well as fluent speakers of French.

Established in 1981, Audubon quickly became an outstanding school within our community. Demand lead to two-week campouts in order to gain admission. This resulted in a very strong partnership between parents and the faculty. The school became the vision of four teachers who met while attending Montessori certification classes at Tulane University. Two of the four teachers petitioned the Orleans Parish School Board for support of this concept and Howard Montessori School was created. This highly unique inception from the bottom-up guaranteed the success of the school – as the teachers took ownership and responsibility for its ultimate success. In 1986, a French component opened within the school that has been extremely effective for a new cadre of students. The French government took note, and in 1990, Audubon became an official French School in an historical agreement between the French Government and the State of Louisiana. In 2002, the French government designated our school as a center for effective strategies in the teaching of a foreign language. We are proud of Audubon and envision even greater possibilities for our school and, thereby, for our community, as the newly chartered Audubon Charter School.

**ATTACHMENT 11 (A)**

**11. (a) Provide a copy of the proposed school's calendar in the first year of its operation. The calendar must indicate the number of days of instruction that the school will offer.**

11. (a) The following is the proposed calendar for Audubon Charter School's first half-year of operation. There will be 178 school days during this first year of operation.

**2005-2006 School Calendar**

First Day of Teachers	December 12 – 16th
First Day of School	January 3
Mardi Gras	February 27-March 1
Spring Break	April 14-17
Half Days	May 20-24
Last Day for Students	May 25
Last Day for Teachers	May 26

The calendar is subject to change based upon approval of the Audubon Charter School Board, the Board of Elementary and Secondary Education (BESE) and post-Katrina attendance requirements. A revised calendar will meet all state regulations regarding minimum time requirements for the 2005-2006 school year and thereafter.

**ATTACHMENT 11(B)**

**11. (b) Provide the minimum number of hours/minutes per week the school will devote to core academic subjects in each grade, i.e. language arts, mathematics, science, social studies, foreign language, physical education; the length of the school day (including the approximate start and dismissal times of the school day); and a sample schedule.**

11. (b) The Audubon Charter School will adhere to Louisiana's minimum requirements for instructional time allotments for all grades.

**Kindergarten through Third Grade**

Students in grades K-3 will receive 165 minutes per day in language arts; 60 minutes in mathematics; 45 minutes in science, social studies, and the arts; and 30 minutes in physical education.

**K-3**

<b>Content</b>	<b>Daily Minutes</b>	<b>Weekly Minutes</b>
Language Arts	165	825
Mathematics	75	375
Science/Social Studies	45	225
Physical Education	30	150

**III. ACADEMIC PROGRAM, STANDARDS, CURRICULUM    AUDUBON CHARTER SCHOOL**

Art/French	45	225
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**Sample Schedule:**

Time	Content
8:20-8:30	Homeroom
8:30-11:15	Language Arts
11:15-12:00	Lunch
12:00-1:15	Mathematics
1:15-1:45	Physical Education
1:45-2:30	Arts/French
2:30-3:15	Science/Social Studies

**Fourth through Eighth Grades**

Students in grades 4-8 will have 120 minutes daily in language arts. The students will have 75 minutes per day in mathematics, 45 minutes each in science and social studies, 30 minutes per day in physical education/ health, and 45 minutes per day in the arts or French. The additional 150 minutes per week are given to mathematics and art.

**4-8**

Content	Daily Minutes	Weekly Minutes
Language Arts	120	600
Mathematics	75	375
Science	45	225
Social Studies	45	225
Physical Education	30	150
Art/French	45	225

**Sample Schedule:**

Time	Content
8:20-10:30	Literacy/ Language Arts
10:30-11:15	Social Studies
11:15-12:00	Arts/French
12:00-12:30	Lunch
12:30-1:00	Physical Education/Health
1:00-2:15	Mathematics
2:15-3:15	Science

**Banking Time**

Each month the school will dismiss for one day at noon so teachers may attend professional development. To accomplish this, an additional 25 minutes per day is added to 170 days in order to provide the minimum number of instructional minutes required by the state. Each grade level is responsible for detailing how the instructional minutes will be spent, but the grade levels must adhere to the minimum requirements of each subject area. This plan will exceed the minimum requirements from the state by 2,470 minutes. Teachers will be compensated for the additional time.

### **III. ACADEMIC PROGRAM, STANDARDS, CURRICULUM    AUDUBON CHARTER SCHOOL**

A modified schedule will be applied for January – June for school year 2005-2006. Beginning in August 2006 – May 2007, the following will be applicable.

<b>Month</b>	<b>Total Days and Minutes of Instruction</b>
August	11 full days @ 385 minutes = 4235 minutes
September	19 full days @ 385 minutes = 7315 minutes 1 half day @ 190 minutes = 190 minutes
October	21 full days @ 385 minutes = 8085 minutes 1 half day @ 190 minutes = 190 minutes
November	16 full days @ 385 minutes = 6160 minutes 1 half day @ 190 minutes = 190 minutes
December	15 full days @ 385 minutes = 5775 minutes 1 half day @ 190 minutes = 190 minutes
January	20 full days @ 385 minutes = 7700 minutes 1 half day @ 190 minutes = 190 minutes
February	16 full days @ 385 minutes = 6160 minutes 1 half day @ 190 minutes = 190 minutes
March	22 full days @ 385 minutes = 8470 minutes
April	17 full days @ 385 minutes = 6545 minutes 1 half day @ 190 minutes = 190 minutes
May	13 full days @ 385 minutes = 5005 minutes 5 half days @ 190 minutes = 950 minutes
<b>Total Instructional Minutes</b>	<b>67,730</b>

#### **ATTACHMENT 12**

12. Provide a description of the student achievement goals for the proposed school's educational program.

**Applicants must provide a description of the educational program's student achievement goals. A description of those goals for your educational program can take any number of forms, including but not limited to the following examples:**

- the education program will allow students to meet Louisiana's established performance goals
- students will make yearly progress toward mastering the curriculum
- the education program will position students to outperform their counterparts in equivalent school district public schools in key measures
- the education program will require students to read and write proficiently

In 2005-2006 Audubon Charter School students will perform in the following manner on state assessments:

### **III. ACADEMIC PROGRAM, STANDARDS, CURRICULUM    AUDUBON CHARTER SCHOOL**

- Third, fifth, sixth, and seventh graders will outperform their same grade peers in Orleans Parish Schools, when reopened, on the *i*LEAP-21 English/Language Arts and math tests.
- Fourth and eighth graders will outperform their same grade peers in Orleans Parish on the LEAP-21 English/Language Arts and math tests.
- All grades will make sufficient progress toward meeting the state's ten-year goal for student achievement on the LEAP-21 and *i*LEAP-21 English/Language Arts and math tests.

In 2006-2007 Audubon Charter School students will perform in the following manner on state assessments and on internal assessments:

- Students in grades 3-8 will outperform their same grade peers in Orleans Parish Schools, when reopened, on the LEAP-21 and *i*LEAP English/Language Arts and math tests.
- All Audubon Charter School students will read on grade level by the time they enter third grade.
- All Audubon Charter School students will excel in math.

See draft of Audubon Charter School's accountability plan on Attachment 62.

The following charts are part of the accountability plan and underscore Audubon's high performance.

#### **ENGLISH LANGUAGE ARTS** Percentage of Students Achieving at or Above Basic

SCHOOL YEAR	AUDUBON		ORLEANS		STATE	
Grade	4 <sup>th</sup>	8 <sup>th</sup>	4 <sup>th</sup>	8 <sup>th</sup>	4 <sup>th</sup>	8 <sup>th</sup>
2000-2001	83	87	38	21	59	51
2001-2002	85	86	31	22	57	48
2002-2003	81	88	35	22	59	52
2003-2004	82	100	40	22	60	47
2004-2005	71	89	44	26	64	50

### **III. ACADEMIC PROGRAM, STANDARDS, CURRICULUM    AUDUBON CHARTER SCHOOL**

#### **MATH**

Percentage of Students Achieving at or Above Basic

SCHOOL YEAR	AUDUBON		ORLEANS		STATE	
Grade	4 <sup>th</sup>	8 <sup>th</sup>	4 <sup>th</sup>	8 <sup>th</sup>	4 <sup>th</sup>	8 <sup>th</sup>
2000-2001	73	91	30	17	54	46
2001-2002	59	78	25	15	50	41
2002-2003	79	100	33	20	58	47
2003-2004	78	100	33	29	53	53
2004-2005	70	93	41	30	61	51

#### **ATTACHMENT 13**

**13. Provide the proposed school's learning standards and curriculum, including a description of the skills and knowledge each student will be expected to attain by the end of each grade (or course) in each year of the charter. In addition, specifically describe how the education program you have described incorporates Louisiana Content Standards and Grade-Level Expectations and meets or exceeds the student performance standards established by BESE.**

Audubon Charter School will use the Louisiana Comprehensive Curriculum (LCC), Grade Level Expectations and the Audubon Montessori and French curricula to extend beyond the LCC. Our curriculum programs will enable each student to make continuous and substantial academic achievement. The Audubon Charter School's Montessori and French curricula meets all state performance standards and includes a melding of Audubon's curricula with the Louisiana Content Standards. Because the arts are an essential part of the Audubon program, Audubon artists and teachers have created a curriculum program that links academics with art.

#### **ATTACHMENTS 14**

**14. (a) Attach a schedule of the state assessments that the charter school will administer.**

Audubon Charter School agrees to administer, in each year of its charter, the following assessments:

Grade:	3	4	5	6	7	8
Assessment:	iLEAP	LEAP 21	iLEAP	iLEAP	iLEAP	LEAP 21

Audubon Charter School will:



### **III. ACADEMIC PROGRAM, STANDARDS, CURRICULUM    AUDUBON CHARTER SCHOOL**

- Comply with all state and federal assessment requirements, including but not limited to the Louisiana Accountability Indicators based on norm-referenced testing for grades 3, 5, 6, and 7 and criterion-referenced testing for grades 4, and 8.
- Adhere to all state-defined levels of passing regarding LEAP 21.
- Adhere to any changes the state of Louisiana makes in its testing program in future years.
- Administer all of these tests according to the Louisiana Department of Education's specific requirements.

**1. The iLEAP will be administered to grades 3, 5, 6, and 7 for English/Language Arts and Math.** In the areas of English/Language Arts and Math, the iLEAP will be norm-referenced using the Iowa Tests of Basic Skills (ITBS) for grades 3-7. It will be augmented with criterion-reference items based on Louisiana Grade Level Expectations (GLEs). It will contain multiple choice, constructed response (math only), and writing response (English/Language Arts only).

**2. The iLEAP will be administered to grades 3, 5, 6, and 7 in the areas of Science and Social Studies.** It will be criterion-referenced, and based on Louisiana Grade Level Expectations (GLEs), and will contain multiple-choice items only.

**3. The Louisiana Education Assessment Program for the 21st Century (LEAP 21), which is a criterion-referenced test ,will be administered for grades 4 and 8.**

**14. (b) List which, if any, standardized test(s) would be used by the charter school in addition to the required Louisiana assessments and explain why such standardized test(s) were selected.**

In addition to administering the iLEAP and LEAP assessments, the Audubon Charter School will administer the following standardized assessments:

#### **Gates-MacGinitie Reading Tests (GMRT)**

The Gates-MacGinitie Reading Tests, Third Edition, constitute a standardized survey of achievement in reading for students from the end of Kindergarten through Grade 12. In Levels 1 and 2, the materials represent a broad cross-section of semantic structures. At Levels 3 and above, all comprehension passages are selected from published materials. The passages represent a balance of narrative and non-narrative modes, and of fiction, poetry, and content area materials. Vocabulary words are chosen from authoritative lists and are appropriately representative of different parts of speech.

The Audubon Charter School will administer the GMRT five times throughout the year: at the beginning of the school year and at the end of each quarter. Results, along with other informal assessments, will help to determine the most appropriate levels of materials and instruction for each student. The results will also identify strengths, weaknesses, and progress in the areas of vocabulary and comprehension for each student.

#### **Dynamic Indicators of Basic Early Literacy Skills (DIBELS)**

Revised December 2005

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. DIBELS is administered at the beginning of the year, mid-year, and at the end of the year in grades K-3. The individual components are short (one minute) fluency measures used regularly to monitor the development of pre-reading and early reading skills. Audubon Charter School will use the results of DIBELS to evaluate individual student development as well as provide grade-level feedback toward grade level instructional objectives.

**Test of Word Reading Efficiency (TOWRE)**

Test of Word Reading Efficiency, by Joseph Torgesen, et al., is a nationally normed measure of word reading accuracy and fluency. It is a 5-10 minute individually administered test. It is an efficient means for monitoring the growth of two skills critical to overall reading capacity: 1) accurate recognition of familiar words as whole units or "sight words"; and 2) the ability to "sound out" words quickly. This test contains two subtests:

1. Sight Word Efficiency (SWE) subtest (assesses the number of real printed words that can be accurately identified within 45 seconds); and
2. Phonetic Decoding Efficiency (PDE) subtest (measures the number of pronounceable printed non-words that can be accurately decoded within 45 seconds.)

**Test of Silent Word Reading Fluency (TOSWRF)**

The Test of Silent Word Reading Fluency (TOSWRF), by Nancy Mather, et al., is an assessment that measures a student's ability to recognize printed words accurately and efficiently. Testing time is from 3-10 minutes in a group or with an individual student. The TOSWRF yields raw scores, standard scores, percentiles, and age and grade equivalents. This test will serve as one of Audubon's initial screening measures to identify poor readers, or it can be administered when teachers have a literacy concern about a student.

**Wide Range Achievement Test3 (WRAT3)**

This widely used test provides valid and reliable information on individual achievement. The WRAT3 identifies the level of coding performance and helps to identify learning disabilities in reading, spelling, and arithmetic when used in conjunction with a comprehensive test of general ability. This test measures the development of basic academic skills over time after intervention is attempted. In addition, Audubon Charter School will use it to evaluate the relationships between the coding aspects of reading and arithmetic and the behavioral disabilities of verbal and numerical comprehension and problem solving. The test consists of two equivalent alternate forms and each form has three subtests focusing on specific coding skills: 1) Reading--recognizing and naming letters, pronouncing printed words; and, 2) Spelling--writing names, writing letters and words from dictation; Arithmetic--counting, reading number symbols, oral problem computations.

The WRAT3 is easily hand scored in less than 5 minutes. Audubon School uses the Profile/Analysis Form to combine the scores from the two test forms (Blue and Tan) in

order to get a more comprehensive analysis of an individual's skills. Because this test is normed by age-not grade level-it provides for greater accuracy of results. Its standard scores and percentiles compare an individual's performance with others of the same age. The grade levels indicated are clues to instructional levels, not determinations of specific instructional levels.

**Scales for Rating the Behavioral Characteristics of Superior Students**

This assessment, created by Joseph S. Renzulli, et al., is used to screen students for gifted referral. Based on a multiple talent approach to the identification of gifted students, these scales help identify student strengths in the areas of learning, motivation, creativity, leadership, art, music, dramatics, planning, and communication. The instrument provides ten scores: learning, motivation, creativity, leadership, artistic, musical, dramatics, communication (precision, expression), and planning. Each scale is interpreted separately and scores are compared to peers' scores using local norms. The resulting scores identify strengths, and thus help point to the services needed by the student.

**Group Mathematics Assessment and Diagnostic Evaluation (G-MADE)**

This assessment, by Kathleen T. Williams, is group administered and designed to measure concepts and communication, operations and computation, and process and applications. It identifies strengths and weaknesses and provides intervention suggestions. Scores may be reported as stanines, percentiles, grade and/or age equivalents, standard scores, and growth scale values. The G-MADE will be administered twice in the year at Audubon Charter School. Form A will be given in the fall and Form B will be given in the spring. The results will be used to inform instruction and measure progress.

**Test of Mathematical Abilities-Second Edition (TOMA-2)**

This assessment by Virginia L. Brown, et al., is used to identify students ages eight years to eighteen who are significantly below their peers in mathematics, determine particular strengths and weaknesses among mathematical abilities, and document progress that results from special interventions. The TOMA-2 will be administered to students who are believed to be at risk. It measures mathematical vocabulary, computation, general information, story problems, and attitudes toward math. The results are reported as percentiles, standard scores, and age/grade equivalents.

**Test of Early Mathematics Ability-Third Edition**

This assessment by Herbert P. Ginsburg and Arthur J. Baroody is used to identify students three to eight years of age who are significantly behind or ahead of their peers in the development of mathematical thinking; to identify specific strengths and weaknesses for individual children; suggest instructional practices appropriate for individual children; and to document children's progress. The TEA-3 will be administered to students who are believed to be at risk. Results are reported as percentiles, standard scores, and age/grade equivalents.

**Hawthorne Attention Deficit Disorders Evaluation Scale-Third Edition School Version**

Revised December 2005

This scale is used to measure the ADHD characteristics of inattention and hyperactivity-impulsivity. The assessment was designed to provide observational documentation and measurement of the characteristics of ADHD in the settings of the school and home for students age 4-18. Teachers use this measure when they suspect that a student is demonstrating characteristics of ADHD and when making this determination will be helpful to the Student Assistance Team's process of providing support to the student.

#### **ATTACHMENT 15**

**15. Provide the other methods of assessment (beside those indicated in response to Requests Nos. 14(a) & (b)) that would be used by the charter school. As part of your response, please indicate how these assessments would reliably and verifiably measure student performance and achievement goals. For each such assessment method, please indicate if the data obtained will be used to support the school's application for charter renewal.**

Audubon Charter School will administer a variety of assessments, such as those itemized below, in addition to the standardized tests listed in Attachment 14. None of the tests named in this Attachment 15 will be used to support the school's application for renewal, however.

##### **Teacher-made assessments**

Teachers will create assessments based on grade level equivalents (GLEs), standards, and benchmarks administered in a variety of ways such as quizzes, unit tests and quarterly exams. These assessments will be reviewed by the administration in periodic performance reviews.

The French Ministry of National Education administers a test to all third and sixth grade students. Tests and evaluations are given by the teacher as an assessment and are based on French National Curriculum.

The Montessori Curriculum provides systematic sequential individual and small group lessons. The internalization of the concept presented is assessed through observation of the student(s). This assessment uses a tracking system to record mastery of concepts for follow-up lessons.

##### **Textbook assessments**

Teachers will give a variety of assessments from textbooks, including inventory tests, section quizzes, chapter tests, unit tests, and cumulative tests. Textbooks are used mainly in the French Program and in the Montessori Upper School.

**Beginning Decoding Skills Survey**

The Beginning Decoding Skills Survey is an individually administered, quick, and efficient assessment to determine a student's ability to decode high frequency words, real words (consonant-vowel-consonant words, digraph blend words, and short vowel words), and nonsense words (beginning consonant sounds, ending consonant sounds, medial short vowel sounds, and beginning and ending digraphs). This survey will be administered in order to determine students' readiness in the area of decoding. Individualized programs will be developed to address student needs and small group or individual tutoring will be given in order to carry out those programs.

**Advanced Decoding Skills Survey**

The Advanced Decoding Skills Survey is an individually administered, quick and efficient assessment to determine a student's ability to decode nonsense words using short vowels, digraph blends, vowel teams, diphthongs, r-controlled vowels, and multi-syllabic words. In addition, there is a multi-syllabi real word section. This survey will be administered in order to determine students' strengths and weaknesses in the area of decoding. With the results of this survey individualized programs can be developed to addresses student needs and small group or individual tutoring will be given in order to carry out those programs.

**Developmental Spelling Inventory**

The Developmental Spelling Inventory, created by Moats and Rosow as part of the *Spellography* program, is designed to reflect what students understand about the building blocks of accurate spelling. Administered to whole classes of students this inventory determines students' strengths and weaknesses in the area of spelling. Results will be compiled and the class's spelling program tailored to address student needs.

Individualized programs will also be developed to address student needs and small group or individual tutoring will be given in order to carry out those programs. Administered several times each year, it reflects small gains in response to instruction and thus is quite helpful to teachers.

**The Nonsense Word Test**

The Nonsense Word Test, designed by Wiley Blevins, assesses students' sight word abilities without allowing their sight word knowledge to interfere. This assessment will be administered to individual students in order to determine strengths and weaknesses in the area of phonics. Individualized programs will also be developed to address student needs and small group or individual tutoring will be given in order to carry out those programs.

**CORES Phonics Survey**

This is an alternative phonics survey that assesses alphabet skills, reading and decoding skills, and spelling skills. It is administered individually in order to determine the student's strengths and weaknesses in the area of phonics. Individualized programs will be developed to address student needs and small group or individual tutoring will be given in order to carry out those programs.

**Phonological Awareness Skills Assessment**

The Phonological Awareness Skills Assessment, designed by Linda Farrell, covers compound words, syllables, onset-rime, phoneme blending, phoneme segmentation, identification of beginning and ending sounds, and letter-sound correspondence. This assessment will be administered to individual students in order to determine the student's strengths and weaknesses in the area of phonological awareness. Individualized programs will also be developed to address student needs and small group or individual tutoring will be given in order to carry out those programs.

**The San Diego Quick Assessment**

The San Diego Quick Assessment by LaPray and Ross, contains words common to children's reading materials on multiple grade levels. It is administered individually and used to identify the students' independent, instructional, and frustration levels. Individualized programs will be developed to address student needs and small group or individual tutoring will be given in order to carry out those programs.

**Quick Phonics Screener (QPS)**

The Quick Phonics Screener, designed by Jan Hasbrouch, Ph.D., provides informal diagnostic information that can be used to help plan a student's instructional program in basic word reading skills and monitor the progress or improvement in phonics skill development. The test will be used as designed for an informal classroom assessment tool. This assessment will be administered to a student in order to determine the strengths and weaknesses in the area of phonics. Individualized programs will also be developed to address student needs, and small group or individual tutoring will be given in order to carry out these programs.

**ATTACHMENT 16**

**16. If the charter school would serve the 12th grade within the requested term of the charter, attach a description of the requirements for a student to be awarded a diploma.**

16. Audubon Charter School reserves the right to create a 9<sup>th</sup> through 12th grade school.

## ATTACHMENT 17

17. Pursuant to LA-R.S. 17:3995(B), a Type 3 charter school is considered the local education agency (LEA) for the purposes of any special education funding or statutory definitions. (See also 34 CFR 300.12) LA-R.S. 17:3991(B)(7) requires that an applicant for a charter school demonstrate how its education program will meet the needs of the at-risk pupils to be served, which include students identified as “exceptional” pursuant to LA-R.S. 17:1943. The responsibilities of an LEA for the purposes of special education are set forth in LA-R.S. 17:1947.

Please provide the following assurances regarding the provision of special education and other services to children enrolled in the proposed charter school. When addressing each assurance please describe the policies, procedures and programs that will be used to meet the needs of special education students in accordance with federal and state law and regulations.

French and Montessori Education, Inc. (FAME) gives the following assurances regarding the provision of special education and 504 services to children enrolled in Audubon Charter School:

**A. The school will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, that are applicable to LEAs. In addition, the school will adhere to all provisions of state law relating to students with disabilities, including Bulletin 1706.**

FAME, Inc. will work with the Orleans Parish School Board (OPSB) from January through May 2006 to provide school and student support services for students who qualify for special education services at Audubon Charter School as for other Orleans Parish students. FAME, Inc. will work with the school district's Department of Exceptional Children's Services from January to May 2006 to provide these services.

**B. The school will, consistent with applicable law, ensure that all students with disabilities that qualify under the IDEA:**

- ♦ have available a free appropriate public education (FAPE) as defined in LA-R.S. 17: 1943, and 34 CFR § 300.13 and § 300.300;
- ♦ are appropriately evaluated in accordance with LA-R.S. 17:1945 and 34 CFR § 300.320, § 300.321, and § 300.530 through 543;
- ♦ are provided with individualized education programs (IEPs) that meet the requirements of LA-R.S. 17:1945(C)(2), are developed, reviewed, and revised for each child with an exceptionality in accordance with LA-R.S. 17:1945(C)(4) and 34 CFR § 300.340 through § 300.350;
- ♦ receive an appropriate education in the least restrictive environment as defined in LA-R.S. 17:1946 and 34 CFR § 300.550 through § 300.556;

- are involved in the development of and decisions regarding the IEP, along with their parents;
- are afforded, along with their parents, the procedural safeguards required by LA-R.S. 17:1945(C)(3), LA-R.S. 17: 1952, 34 CFR § 300.500 through §300.514; and 34 CFR § 300.660 through § 300.62;
- are included in general state and district-wide assessment programs with appropriate accommodations, where necessary.

**C. The school will employ, at a minimum, a properly certified individual as the school's special education coordinator, whose responsibilities will include assisting in the retention of qualified and/or licensed personnel to compose the school's multidisciplinary team to conduct special education assessments; participating on each IEP team; determining if entering students have IEPs; ensuring that any required reevaluations are performed; and ensuring that all required special education and related services are being provided and that all IEPs are appropriate in the context of the charter school setting. The school may permit the special education coordinator to take on additional administrative duties to the extent that they do not interfere with the coordinator's responsibilities to ensure the school's compliance with the IDEA, section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with disabilities Act of 1990.**

FAME, Inc. will hire a full-time special education services coordinator who will be responsible for the delivery of services (as described above) to students and will serve as the liaison between the school and the OPSB's Exceptional Children's Services Department between January and May of 2006.

**D. The school will ensure that parents of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of regular education children.**

The Audubon Charter School and other appropriate personnel will convene annual IEP meeting with parents to discuss student progress in meeting student learning goals and objectives. Progress reports will also be issued to parents every nine weeks.

**E. The school will abide by the applicable provisions of the IDEA, the Family Educational rights Privacy Act of 1974 and LA-R.S. 17:1947(A)(7) in order to ensure that data regarding students with disabilities is retained and kept confidential, including having procedures for maintaining files in a secure and locked location with limited access.**

Audubon Charter School personnel will adhere to all FERPA guidelines regarding student information. Students' records will be kept in a locked file in a secure location with limited access. Parents of students with disabilities will be provided the opportunity to inspect and review their child's education records upon request. Audubon has identified procedures associated with maintaining such files and records in a secured place.



**F. The school's special education coordinator will retain such data and prepare such reports in order to permit the charter school and the Department of Education to comply with federal law and regulations.**

This requirement will be a part of the Audubon Charter School special education coordinator's job description.

**G. The school will comply with its obligations under the Child Find requirements of IDEA (34 CFR § 300.125) and state law (LA-R.S. 17:1947(A)(2), and will provide appropriated notification to parents in connection therewith.**

Audubon Charter School will comply with Child Find requirements of IDEA and state law. It will document efforts of ongoing identification activities conducted to identify and locate each student within its jurisdiction suspected of having a disability, in need of special education and related services, and meeting criteria as stated in Bulletin 1706. On-going identification activities apply to highly mobile students with disabilities and student who are suspected of having disabilities. In the process of implementing these regulations, Audubon will explore the suspected need with parents. Audubon Charter School will request that the Agency designated by the State Department assist in this endeavor.

The Audubon Charter School Special Education Coordinator will be responsible for the Child Find requirements. Specifically, the coordinator will:

- track referrals and evaluation activities for each student suspected of having a disability.
- ensure that the collection and use of data are kept confidential.
- provide parents with a copy of all safeguards and the opportunity for an explanation of these rights.
- ensure that activities assigned under IDEA – Part C are performed
- have knowledge of and adherence to all regulations regarding Child Find activities as stated in IDEA and Bulletin 1706.

FAME, Inc. will work with Orleans Parish School Board's Department of Exceptional Children's Services from January to May 2006 to provide assessment services once students are identified.

**H. The charter school will retain qualified and/or licensed personnel to conduct special education assessments (including related services) and participate as members of the multidisciplinary assessment team for students who may be defined as "exceptional." When addressing this assurance, please describe how the charter school holder will access qualified and/or licensed individuals to perform evaluation services.**

FAME, Inc. will work with Orleans Parish School Board's Department of Exceptional Children's Services from January to May 2006 to provide these services.

**I. The charter school will convene an IEP team as required by LA-R.S. 17:1945(C)(3), 34 CFR § 300.340 through §300.350.**

Appropriate Audubon Charter School personnel will serve on the IEP team. FAME, Inc. will contract with Orleans Parish School Board's Department of Exceptional Children's Services from January to May 2006 for additional personnel needed to serve on the IEP team.

**J. The charter school will have in effect, consistent with LA-R.S. 17:1953 and 34 CFR § 300.380 through § 300.382, a comprehensive system of personnel development designed to ensure an adequate supply of qualified special education, regular education and related services personnel.**

FAME, Inc. will work diligently to recruit, train, and retain qualified school personnel as needed.

**K. The charter school will adopt and maintain standards consistent with any state-approved or state-recognized certifications or licensing requirements to ensure that personnel necessary to carry out state and federal special education requirements are appropriately and adequately prepared and trained.**

FAME, Inc. is committed to making sure that personnel hired (on staff or contract services) to provide special education services will be appropriately certified/licensed and adequately trained.

**L. Appropriate charter school personnel will attend such training and technical assistance seminars regarding the education and servicing of special education students as is required by the State Department of Education.**

FAME, Inc. ensures that all school personnel involved in the provision of special education services will participate in local, state, and national training and technical assistance seminars.

**Description of Education Program**

The goal for all students receiving special education services at Audubon Charter School will be to provide the appropriate types of assistance so that the students can be academically successful within the least restrictive environment. To this end, the services described in the sections below will be implemented.

*Special Education Personnel*

FAME, Inc. will hire a full time coordinator, who is certified in special education, to coordinate the services for students with disabilities, students requiring 504 accommodations, and students who are identified as gifted and talented. Additionally, the school will hire a full time teacher for students with mild/moderate disabilities and an appropriate number of gifted/talented teachers for students identified as having exceptional academic abilities, and/or qualifying as talented in visual art.

FAME, Inc. will work with Orleans Parish School Board's Department of Exceptional Children's Services from January to May 2006 for additional personnel to work with school personnel to manage the student IEP process.

FAME, Inc. will work with Orleans Parish School Board's Department of Exceptional Children's Services from January to May 2006 to provide services for students who qualify for speech and language services, occupational therapy, physical therapy, and adaptive physical education.

School personnel will manage the 504 Plan services.

*Class Size*

The pupil teacher ratio will be in accordance with the guidelines as set forth in Bulletin 1706, Part B.

*Services*

FAME, Inc., Audubon Charter School personnel, and Orleans Parish School Board's personnel will provide the following specific special education services to students with disabilities. The services outlined below are consistent with the services that are currently provided to students at Audubon Elementary School.

1) Identification of students who may be in need of special education services (through a continuous and systematic effort). All teachers will be trained to identify students who may be experiencing learning difficulties or who may be gifted or talented. School personnel and/or the teacher will inform parents of their desire to screen a student to determine if a more thorough assessment is necessary. The results of the screening and other information regarding the child's performance will be brought to the Student Assistance Team (SAT) to determine whether a child needs to be referred for a more formal assessment.

2) Review of assessment information, collected from a variety of sources, will be utilized to determine where a more formal evaluation is needed:

- Standardized test data such as LEAP 21, ITBS, iLEAP provides valuable information in helping to determine how a student is performing relative to his/her same age peers.

- Formal and diagnostic assessments, such as DIBELS, the WRAT, the TOWRE, and Hawthorne scales will also yield important information that the teacher can use to identify students' strengths and weaknesses.
- Screening instruments such as the Renzulli-Hartman and other screening instruments for talented in visual arts, theater, and music will be used to identify strengths in students who may be academically gifted or talented.
- Informal assessments developed by the teacher will also be used to identify students' strengths and weaknesses.
- Functional behavioral assessment data as well as Hawthorne scales might be required to help make a determination.

Any combination of the assessment information described above will add to the Student Assistance's Team recommendation to conduct a formal evaluation of the student.

3) The referral process will assess screening information to make a decision about whether or not to conduct a formal educational assessment. The referral will be made by the SAT to the Orleans Parish School Board's support and appraisal personnel from January to May 2006 to perform the initial assessment to determine if a more thorough evaluation is warranted. Parental consent will be obtained before any evaluation is conducted.

4) The evaluation process will determine a student's educational needs, based on all of the formal and informal assessment information collected. When evaluation for special education is completed and a student is determined eligible for services, the staff from Audubon Charter School, Orleans Parish School Board's Exceptional Children's Services Department, and the child's parents will meet to develop the student's IEP. Meetings will be held annually to review and, if appropriate, revise each student's IEP.

School staff will meet with the parents of entering students with pre-existing IEPs, ideally prior to the start of school, to review and if appropriate, revise their IEPs.

The educational services specified in each student's IEP will be provided. FAME, Inc. is committed to educate of students with disabilities to the maximum extent appropriate with their non-disabled peers. Actual implementation of services and the integration of services into the overall educational program will be designed by the special education instructors, Audubon Charter School administrators, and regular education teachers who are responsible for delivering any of the services specified in the IEP.

Bulletin 741 outlines the required course of study for all students in Louisiana public schools, in grades K-8. Teachers of special education students must follow these requirements regardless of the student's Least Restrictive Environment (LRE). A description of the specific educational program that will be provided for students will be determined once they are enrolled in the school.

5) Between January and May of 2006 Staffing of qualified, required personnel will be provided by Audubon Charter School with other necessary and appropriate personnel contracted from OPSB.

6) Adequate facilities will be provided by Audubon Charter School to allow pupils with disabilities access to programs and interactions with students who do not have disabilities.

The school will comply with the provisions of Section 504 of the Rehabilitation Act of 1973 which state that a person cannot be excluded on the basis of disability alone from any program or activity receiving federal funds. It will also comply with the Americans with Disabilities Act (ADA) which provides civil rights protections against discrimination to citizens with disabilities. Program accessibility will be ensured through nonstructural changes such as redesign of equipment; procurement of accessible educational technology; utilization of assistive technology; reassignment of classes or services to accessible buildings; and assignment of aides to students.

7) Parent involvement and due process regarding parental rights and responsibilities will comply with state and federal laws, rules, and regulations. Appraisal personnel will work with Audubon School staff to convene IEP meetings with parents and respond to parent concerns about the educational program. The school staff will meet on its own with the parents of students receiving 504 services.

8) Professional development will be provided to assist teachers in meeting the needs of all their students, including those with disabilities or who are gifted and talented. Audubon Charter School staff (regular and special education) will participate in Louisiana Department of Education workshops and other training opportunities locally, regionally, and nationally to improve their ability to effectively teach a wide range of students.

9) Transportation for students with special needs will be requested from OPSB from January to May of 2006. Request for transportation for this purpose is covered in another section of this application.

10) Instructional resources specific to the needs of particular students with disabilities or for students who are gifted and talented will be provided as necessary. The school's special education coordinator; the curriculum and instruction coordinators for literacy and numeracy; and reading and math resource teachers will identify resources that will be most useful in helping students to achieve academically, or to maximize their personal skills and talents.

11) Pupil Progression Plan guidelines for Audubon Charter School will be adopted from the OPSB annual Pupil Progression Plan for promotion of students receiving special education services in grades K-8. The guidelines are consistent with the requirements of Bulletin 1706.

#### ATTACHMENT 18

18. Attach a description of the program design, methods and strategies for serving Limited English Proficiency (LEP) students in accordance with federal law, including Title VI of the Civil rights Act of 19 64 and the Equal Educational Opportunities Act of 1974. Such description must include the following elements:

- a. The process for the identification and placement of students whose first language is not English and the methods for determining the kinds of assistance that these students may need;
- b. The manner in which the applicant will ensure that LEP students are not misplaced or tracked inappropriately in other classes (including those programs or classes designed to serve students with disabilities);
- c. The description of exit criteria and related objective assessment instruments and subjective methods that will ensure the appropriate student placement and monitoring of a student's progress over time;
- d. A description of the educational soundness of the program model pursuant to which LEP students will be provided services, including the authorities upon which the applicant relies to demonstrate that the program is likely to meet the educational needs of all LEP students;
- e. A statement that affirms that all students, regardless of language proficiency, will be provide the necessary curriculum and instruction to allow them to achieve to the high standards set for all students in the school;
- f. A description of the planned implementation of the program model, including information regarding the allocation of resources to the service of all LEP students including:
- g. A description of how staff, curricular materials, and facilities will be used;
- h. A statement that affirms that LEP students will not be excluded categorically from curricular and extra-curricular activities because of an inability to speak and understand English;
- i. A description of the planned evaluation of the program model over time, including the identification of benchmarks of success (and the corresponding bases for their establishment);
- j. The uses of standardized and other assessments; and the related desegregations of data that will facilitate a program review and the measurement of progress of LEP students over time;
- k. A description of the planned outreach to parents in the community, including strategies for communicating with parents who are not proficient in English;

18. The following is a description of the Limited English Proficiency program design, methods, and strategies.

#### **Support from Orleans Parish Schools**

FAME, Inc., will request support from the Orleans Parish School district's Bilingual/ESL Department to administer the ESL Program from January to May 2006 at Audubon Charter School.

**Program Operation**

The program will also follow the Orleans Parish School Board's policies and procedures for providing educational services to English Language Learners which are aligned with Title VI of the Civil Rights Act of 1964 and the Equal Educational Act of 1974.

At the beginning of the school year, students who register at the school for the first time will be given the home language survey. Students who qualify for English proficiency testing (i.e., those who live in homes where a second language is spoken) will be sent to one of the Orleans Parish School Board's orientation and assessment centers to take an English proficiency test. The centers are:

- Warren Easton Senior High School
- Fisk Howard Elementary
- Behrman Elementary School
- Village de L'est Elementary School

However, these centers may be closed post-Katrina and others will have to be found. Orleans Parish School Board personnel will administer the Language Assessment Scale (LAS) to determine the student's level of language proficiency in the areas of reading, writing, speaking, and listening. Based on these results, from January to May 2006 Audubon Charter School staff, in consultation with Orleans Parish School Board Bilingual/ESL personnel, will determine if the student's needs can be adequately met at Audubon or whether the student is better served if s/he attends one of the school district's 31 ESL sites. Placement will be based on the student's language needs, grade placement, and his/her residence. It will also ensure that LEP students are not misplaced or tracked inappropriately in other classes.

**Program Coordination & Curriculum**

Audubon Charter School will ensure that ESL students receive services from a certified ESL teacher. The ESL teacher will take the lead in coordinating services to students who are identified as English Language Learners and their parents as well as working with school staff to help them understand how to work successfully English Language Learners.

The school's program will focus on helping students become proficient in the academic areas outlined in the Louisiana English Language Development Standards. Those standards focus on student mastery of listening, speaking, reading, and writing skills.

The program will be based on best practice research for helping English Language Learner (ELL) students improve their English language skill. Specifically, the curriculum used by the ESL teacher will focus on increasing the comprehensibility of class material; increasing interaction between ELL students and their classmates, and increasing students' thinking skill (i.e., analysis, synthesis, and evaluation). The research shows that these three instructional principles, when integrated into the class curriculum, leads to significant language improvement for students, even those whose primary language is English.

1. Increasing comprehensibility will require teachers to provide non-verbal clues to help students to decipher the meaning of spoken language. The student can then match the words with their meaning obtained through non-verbal clues. Non-verbal clues can be demonstrations, pictures, gesture, graphic organizers, etc. Other ways to accomplish this include breaking assignments down into small units and providing frequent comprehension checks.
2. Increasing interaction between the ELL and his/her peers. The thinking here is that learning language is made easier in small group settings (i.e., cooperative learning) because peer language is generally less complex than the teacher's language. These interactions also give the students a chance to actively participate and try out their ideas and language in a small, comfortable setting.
3. Increasing thinking skills strategies such as thinking out loud and asking follow-up questions. Visual support to reinforce concepts is also helpful in improving students' thinking skills.

In addition to using the above principles, Audubon Charter School affirms Limited English Proficiency (LEP) students will not be categorically excluded from curricular and extra-curricular activities. To the contrary, they will be encouraged to participate in as many activities with their non-LEP peers as possible.

LEP students at Audubon Charter School will be administered the LAS, LEAP, iLEAP, ELDA, Gates-MacGinitie, and other grade appropriate standardized tests. Scores will be used to remediate and plan curriculum. Students' progress will be monitored by ESL personnel until the students exit the program or school.

Program placement and parental consent will be provided in English, Spanish, French, and Vietnamese. Translators are welcomed at parent teacher conferences and at all school activities and functions.

#### ATTACHMENT 19

**19. If the proposed charter school includes particular methods, strategies or programs for meeting the needs of students at-risk of academic failure, attach a description of the challenges faced in educating the targeted population and describe such methods, strategies and/or programs. Please include in the description any diagnostic methods or instruments that will be used to identify and assess those students who are performing below grade-level as well as the processes/programs/tools to be used in providing them with remedial instruction.**

19. Audubon's at-risk students span a variety of areas: academic, emotional, and behavioral. Highly trained, certified, faculty at Audubon Charter School will identify and treat concerns in each of these areas. Support will come also from a social worker (individual and small group counseling); speech and language, occupational, and physical therapists; and a reading specialist.

Typically, students at-risk of academic failure exhibit characteristics of certain difficulties. Academic risks may be dyslexia (reading and language), dyscalculia



(mathematics), and dysgraphia (handwriting) or there may be a cluster of learning differences. Students may have difficulties with executive functioning (attention, organization), processing (expressive, receptive), memory (short term, long term) and more. Emotional concerns include Aspergers Syndrome and other characteristics of autism. Accommodations for these students include highly individualized schedules and use of "time-out" areas. Behavior management plans help address behavioral concerns. Any student who has received two suspensions will be automatically referred to the Student Assistance Team (SAT).

Regardless of nature of the risk, the protocol for helping a student is standard:

1. Teacher identifies concern.
2. Teacher brings concern to grade level meetings for discussion, led by reading specialist. The group generates suggestions.
3. Teacher carries out suggestions from meeting.
4. Reading specialist evaluates the student if concerns are in language areas.
5. If teacher concern continues, teacher meets with Student Assistance Team (SAT). In addition to the Chairperson, a reading specialist, and the parent of the child, the Student Assistance Team may include the Principal, social worker and other teachers with whom the student is involved.
6. According to SAT procedures, an "in-class" intervention is set up for a specific period of time. If the problem is behavioral, a behavior management plan is developed. The team reconvenes when the intervention is completed to discuss results.
7. If intervention is successful, a 504 plan with accommodations (or a behavior plan) may be written so that the support the student received in the "brief" intervention will continue to be available to him or her.
8. If intervention is not successful, further evaluation is suggested.

Since the ability to read is essential to school success, a reading specialist goes through a multi-faceted process to meet the needs of students at-risk of academic failure in reading and/or language. This process involves identification of students, assessment, developing student profiles, intervention, or remediation, monitoring, teacher training, and parent participation. Each step is explained below.

**1. Identification** - Two screening instruments used at Audubon Charter School will be Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the Test of Silent Word Reading Fluency (TOSWRF). DIBELS is administered three times a year in grades kindergarten through six. TOSWRF is administered at the beginning of the school year to students in grades 2-8. Both measures identify students struggling with reading. Both are efficient and cost-effective screening methods.

**2. Further Assessment** - Once students with poor reading skills have been identified, more detailed, diagnostic assessments can help determine the factors contributing to reading difficulties and the goals for intervention. The following is a list of possible assessments:

- LETRS Phonics and Syllabication Survey

• LETRS Survey of Morphological Knowledge
• Beginning Decoding Skills Survey
• Advanced Decoding Skills Survey
• DIBELS Nonsense Word Fluency (for third graders and above)
• DIBELS Phoneme Segmentation Fluency (for third graders and above)
• Primary Spelling Inventory
• Elementary Spelling Inventory
• Test of Silent Word Reading Fluency (TOSWRF)
• Test of Word Reading Efficiency (TOWRE)
• The Nonsense Word Test
• CORES Phonics Survey
• The San Diego Quick Assessment
• DIBELS Letter Naming Fluency
• DIBELS Initial Sounds Fluency
• Print Awareness Assessment
• Phonological Awareness Skills Assessment
• Quick Phonics Screener (QPS)
• Writing samples

**3. Student Profiles** - A comprehensive profile of the at-risk student is developed from these assessments and teacher input. With the profile determined, an intensive, systematic intervention plan is developed for the student. A reading specialist, classroom teacher and paraprofessional may all provide instruction to achieve the objectives of the student's intervention plan.

**4. Intervention** - The sum and substance of the intervention itself takes various forms. Instruction can be individualized or in small groups. Learning activities are designed by the curriculum coordinator and teachers to meet specific learning needs. The activities are multi-sensory, taught with guided instruction (teacher models, child and teacher work together, child works independently with teacher support and scaffolding). Other specific programs used include Passport (published by Voyager) and Elements of Reading (published by Steck-Vaughn).

Additional tutoring classes, which are especially focused on LEAP preparation, are available outside of the school day. After school tutoring classes from 3:30 until 4:30 PM, three days a week, will be offered beginning in February and ending in March. All classes are taught by certified teachers or reading specialists with a low teacher/student ratio. Students are assessed prior to tutoring and these assessments are used to formulate individual learning plans for the tutoring sessions.

**5. Progress Monitoring** - This is the method used to track each student's progress in intervention programs. It enables a reading specialist and teacher(s) to determine if the intervention is working. A target goal is set and intermittent testing results are plotted graphically. Intervention is determined not to be working if there are three consecutive monitoring scores below the target line. In this case the intervention is changed in one of three ways: group size, instructional focus, group membership. Once the target is

achieved, intervention may be terminated or decreased, depending on the particular situation.

**6. Professional Development** - A reading specialist will oversee and offer ongoing training that enables teachers to be proficient in the latest, research-based theories and techniques. Teachers are able to meet at-risk students where they are and take them forward.

Understanding learning profiles as well as educational profiles results in effectively addressing these students' needs. Weekly team meetings, whole-faculty study groups, and review of student work are additional ways that teachers support student learning.

**7. Parent Involvement** – Parent counseling will be provided by a reading specialist. Parents are often able to offer at-home support in targeted areas when they are aware of and knowledgeable about their child's issues.

#### ATTACHMENT 20

**20. If the proposed charter school plans to implement any methods and strategies for dealing with other targeted student populations, attach a description of the targeted student population(s), how they would be identified (academic or other criteria), and describe such methods and strategies.**

20. Audubon Charter School will provide services to students who show evidence of high academic and intellectual aptitude or who possess talent in visual art. Exceptional students in Louisiana, including those who are gifted and talented are protected under the guidelines for special education services which means that the gifted and/or talented child has a right to a free and appropriate public education, an individualized education plan (IEP), a reevaluation, as well as due process procedures. FAME, Inc. assures that Audubon Charter School will adhere to all provisions of state law regarding gifted and talented students.

Audubon will provide student screening as part of special education described in Attachment 17 above. Using instruments approved by the Orleans Parish School Board, the Special Education Coordinator and the Student Assistance Team will screen students who show potential. FAME, Inc. will request that students who pass the screening be evaluated by Orleans Parish School Board Support and Appraisal Services from January through May of 2006 and request the aforementioned personnel to serve on the student's IEP team. Gifted students will receive services in a resource class described in Bulletin 1706, Sub-part B. Talented students will receive services in either a resource class or talented center described in Bulletin 1706.

The gifted and talented program at Audubon Charter School will provide all resources which can be made available to meet the needs of a child who is identified as gifted and/or talented. FAME, Inc. assures that it will adhere to state regulations which mandate

that services provided to the identified gifted/talented child will include challenging, differentiated curriculum suited to his/her unique abilities.

The differentiated curriculum will include:

- Content that is compact and accelerated to significantly reduce the amount of time required for mastery.
- Content that reflects a higher degree of complexity, emphasizes abstract concepts, and develops higher-level thinking processes than content found in the regular course work.
- Content that goes beyond the prescribed curriculum to involve the application of learning to areas of greater challenge.
- Multi-disciplinary content that increases students' abilities to formulate and test new generalization and/or products.

Teachers providing instruction of gifted/talented students will be appropriately certified/licensed and adequately trained.

## ATTACHMENT 21

**21. Please describe how parents will be involved in the charter school, including, in particular, the governance, and administration of the charter school. Your response should include plans to build family-school partnerships that focus on strengthening support for learning and encouraging parental involvement in school operations.**

**21. Parent Involvement**

Established in 1981, as a vision of the founding teachers, Audubon School has embraced the supportive partnership of the Audubon parents. Since then, parents have been actively involved in the governance and administration of the school through the PTO. Working together the parents have been the driving force for helping to fund the needs of the school based upon requests from the faculty. In the past, PTO funds have been used to hire classroom teaching assistants, to supplement the salaries of French teachers whose salaries were significantly lower than those of the Montessori teachers due to the exchange rate, to purchase classroom materials and books, and to build a playground for younger students. Additionally, parents have edited and produced the weekly newsletter of the school, *The Rare Bird*.

Friends of Audubon Montessori School, Inc, the non-profit PTO organization, formally registered with the Louisiana Secretary of State in 1991. After the French program became an integral part of the school, in an effort to unite parents and teachers in the French and Montessori programs, a second non-profit corporation, Friends of Audubon PTO registered with the Louisiana Secretary of State in 1999.

Our successful relationship has enabled our school to provide a learning environment that has been enriched through our investment in the arts. In our school's infancy, Audubon became one of only eight schools that made up the original ARTS CONNECTION schools. Our belief in the importance of the arts became a mission of the Audubon PTO. PTO funds were used to create and operate ArtsReach – an after-school arts program.

The PTO has been committed to ensuring that our teachers receive much needed professional development opportunities. It has provided funding for Montessori certification training as well as professional training for our French teachers. Parents' fundraising support for Audubon has always been accompanied by equally enthusiastic advocacy within the school system for policies that support the school. In the last year, parent advocacy efforts have focused on participation in a national search to hire a new Principal for the school.

While parents are currently scattered throughout the country due to Hurricane Katrina, all who have been in touch by phone or email (a little less than 50%), have indicted overwhelming support for Audubon Charter School. Parents will enthusiastically participate in whatever way required to accomplish the Herculean effort of opening Audubon Charter School in January 2006.

In the future, Montessori and French parents will continue to be involved in the Audubon Charter School through the Friends of Audubon PTO. The Friends of Audubon PTO will continue to raise funds for the school, promoting the school in the community, managing the after-school arts program – ArtsReach, and producing the main source of communication in the Audubon community, the weekly newsletter *The Rare Bird*.

Most importantly in terms of governance and administration of the school, parents would always serve on the Board of Directors of French and Montessori Education, Inc. The by-laws of FAME, Inc. provide that the Board of Directors shall always include at least two parent representatives, one from the French program and one from the Montessori program, to be recruited and elected by the Friends of Audubon PTO. The incorporating Board of Directors of FAME, Inc. includes three parents.

Finally, the Board of Directors of FAME, Inc. would always look toward parent, as well as teacher, involvement in creating committees of the Board of Directors as provided for in its by-laws. The Board may establish these committees on an ad hoc basis to help with the administration of the school.

**Board of Directors of the French and Montessori Education, Inc.**

The Board of Directors will include at least three parents actively involved with our charter and both the French and Montessori programs.

**PTO Board of Directors**

The PTO will continue to work together to provide support to and meet the school's mission and vision. The PTO Board will address at its monthly meetings issues related to the school's operation, the planning and organizing of major events, and any other major issues facing the school community. The PTO Board will forward input on these issues to the Board of Directors via the French and Montessori parent representatives to the FAME, Inc. Board of Directors.

**PTO Support Committees**

Current and newly created committees will form at the beginning of the school year and will report their progress to the PTO during PTO meetings. Committees include the following:

Room Parents: organize and coordinate parent volunteer activities throughout the year; assist individual teachers with classroom activities.

Fundraising: organize and coordinate fundraising events throughout the year.

Rare Bird: edit and distribute Audubon's weekly newsletter, *The Rare Bird*.

Membership: solicit PTO membership donations each year.

Directory: maintain and update school directory each year.

Website: investigate, launch, and update school website.

Grant-writing: actively seek and write grant applications to meet school needs.

25th Anniversary: plan 25th anniversary events.

### **Communication**

Parents will receive information in the following ways:

- *Rare Bird* (weekly newsletter that is a partnership publication between the school and parents)
- Teacher correspondence
- Conferences (quarterly conferences for every student)
- Interim Reports (mid-quarter reports for all students)
- Report Card (quarter reports for all students)
- Notice/Flyers (periodic communications regarding special activities)
- Office Bulletin Board (calendar in school offices)
- Audubon Directory (a directory of parent phone numbers given to all parents)
- Staff E-mails (a directory of staff emails)

## **ATTACHMENT 22**

**22. Provide evidence of adequate community support for and interest in the proposed charter school sufficient to allow the school to reach its anticipated enrollment. Include any methods or strategies that have been used to gauge community support for the charter school.**

There has been a high demand for enrollment placement at Audubon School for the past twenty-five years. The transition to a charter school is not expected to diminish that demand. In previous years, Audubon was renowned for its week long camp-outs of parents interested in attaining enrollment for their children in our school. The school now has a waiting list that includes students who have applied through the City Wide Access Schools policy (CWAS).

Historically, Audubon School has been strongly supported by the community. The school has benefited from financial, programmatic, and political support by both school business partners and citizens of New Orleans at-large. For example, the community has financially supported our annual fundraisers enabling the school to provide computers, teacher assistants, playground equipment, staff development activities, school trips to France and much more.

Most recently, with the aftermath of Katrina and our community spread out across American, there has been a tremendous demonstration of support for our charter conversion with over 200 families responding positively by email. In such a difficult time, this success shows the determination and commitment of our parent community to ensure that this charter conversion becomes a reality.

#### ATTACHMENT 23

**23. Attach an assessment of the programmatic and fiscal impact of the establishment of the proposed charter school on existing public and nonpublic schools in the same geographic area.**

23. Audubon Charter School will be a conversion of an established school and will create no additional burden on the New Orleans Public School District. The school will operate on local and state funds that make up the Minimum Foundation amount of \$6,509 per student. The district will be able to use the student count from Audubon Charter School to apply for various grant opportunities that are open to the district. Audubon Charter School will work with the New Orleans Public School District to provide food services, transportation and special education services from January to May 2006 (and outsource, if necessary) to the precedent set with current parish charter schools.

Audubon Charter School does not anticipate any impact on nonpublic schools. Many of these schools have historically operated successfully alongside of Audubon.



## ATTACHMENT 34(A)

34. (a) Attach the proposed student admission policy and procedures for the charter school.

This policy should include, at a minimum, the following information:

- a description of the jurisdiction within which a pupil shall reside or otherwise be eligible to attend a public school in order to be eligible for admission;
  - the required anti-discrimination criteria
  - the scheduled application and enrollment periods for the first and subsequent years, including the approximate date in each year on which you intend to hold the lottery, if necessary;
  - an outreach plan including strategies for publicizing the school and recruiting prospective students;
  - the specific targeted student population (if any);
  - the step-by-step procedures to be implemented in the event timely applications for admission exceed the available spaces, including who will conduct the lottery, the precise manner in which the lottery will be conducted;
  - the waiting list process, including the length of time a waiting list will be maintained
- Outline the procedures for enrollment priority for siblings (if applicable) of students enrolled in the charter school for year one; and subsequent years;
- the procedures for student withdrawal from the school; and
  - if applicable, the preference procedures in place for a conversion school.

34(a). As a Type 3 conversion charter, Audubon Charter School will accept Montessori students from Orleans Parish only. Due to an agreement with the French Government and the Governor of Louisiana, French students from Orleans and surrounding parishes may attend. Audubon's enrollment and admissions process will ensure equal access for all students regardless of intellectual ability as ascertained by an intelligence quotient examination, race, religion, gender, ethnicity, national origin, or identification as an exceptional child [LA-RS 17:3991(B)(3)].

**Admission of Current Students for 2005-2006 School Year**

All currently enrolled PreK-8 students of Audubon Montessori and French School shall be given preferential admission rights for the remainder of the 2005-06 school year and in 2006-07. Current students must acknowledge attendance over the Audubon Charter School website by November 16<sup>th</sup> or enroll at Audubon School on Nov. 15<sup>th</sup> and 16<sup>th</sup>. All students will be assessed a \$100 fee for materials and supplies.

**Admission of Siblings for the 2005-2006 School Year**

***Siblings of Current Students***

All siblings of currently enrolled students of Audubon Montessori and French programs who will be applying to grades Pre-K through eight shall be given preferential admission rights for the remainder of the 2005-06 school year and in 2006-07. New Kindergarten

school student siblings will be required to take the Metropolitan Readiness Test (MRT) for entrance. All students will be assessed a \$100 fee for materials and supplies.

**Admission of Non-Preferential Students for the 2005-2006 School Year**

Students from New Orleans will be considered non-preferential students. All new Kindergarten students will be tested using the Metropolitan Readiness Test (MRT) for entrance. All students will be assessed a \$100 fee for materials and supplies.

**Admissions for 2006-2007 and Subsequent Years**

Audubon Charter School will continue to give preference to students who are currently enrolled for 2005-06 and 2006-07 as long as they meet the **minimum** requirements set forth in the admissions process. New Kindergarten students must meet the minimum requirements set for enrollment.

Applications for admissions, as well as a rules and procedures packet will be available at the school starting the first Monday in February. In addition, the school will schedule tours, and an Open House will be held for parents of prospective students to help them learn more about the school. The deadline for submitting a timely application will be on the first Monday of April. Each applicant will sign a registration log when turning in an application. All students will be assessed a \$100 fee for materials and supplies.

**Entrance and Selection Process for Non-Preferential Students**

Audubon Charter School is unique as it houses two distinct methodologies of learning – Montessori and French. Each program is designed with a challenging academic structure that enables students to excel in these specialized and creative areas. Students in both programs interact to provide multi-cultural specialized classes. Both programs provide an environment that creates peer involvement learning which precipitates social and academic skill building. The Audubon community believes that students who work together and learn together will become viable community leaders of the future. Audubon Charter School will provide admission and enrollment criteria based upon standards of excellence, fairness, and respect for diversity. All policies and procedures will be implemented to ensure equal opportunity and equal access to the program. Diversity is essential to the spirit of both programs.

***Non-Preferential Students***

All non-preferential students must meet the entrance guidelines established that are specific to non-preferential status. The admission process for school year 2006-2007 will begin in April and end in May, unless there is a need to extend the dates due to vacancies.

By May 1<sup>st</sup> the school will determine the approximate number of positions available for students who are not members of the preexisting student body. These students will make up the non-preferential population of Audubon Charter School. All students will be assessed a \$100 fee for materials and supplies.

**Eligibility Requirements**

In order to be considered eligible for enrollment in Audubon Charter School, a new student must have completed the requirements for non-preferential students. Students in grades 1 through 8 must submit an educational portfolio at the time of application that consists of the most recent year-end report card, standardized test scores, if any, an arts profile, a writing sample and a completed application. Parents of new Pre-K, Kindergarten and First Grade students will be required to attend a meeting concerning the Montessori and French learning environments. They will be asked to complete a questionnaire concerning their understanding of and agreement to the school's mission, academic programs, discipline policy and the community code of conduct.

Meetings will be held both at night and during the day so that parents can attend some if not all meetings.

Performance, academic skill levels and motivation all need to be considered in determining a student's readiness to succeed in a challenging learning Montessori and French environment. Grade point average is the best available information concerning a student's motivation and performance on prior academic work. Standardized test scores provide an objective assessment of academic skill level. The arts profile provides an indication of commitment to a high academic program with the arts at its core. All of these criteria when taken together can serve to predict how well a child will succeed in an intense, challenging learning environment.

At the elementary level, parent understanding of the relationship of their child's development to the instructional program is necessary for full participation in both the Montessori and French learning environments. Parent participation in the components of the parent requirement scale will raise their awareness of the requirements of the programs and how those requirements relate to their child's development.

In the past, parent participation at the middle school component has diminished. It is our intent to ensure that parents of middle school children play a more significant role in their participation with the school. Middle school children begin a very important transitional phase in their growth, academic and social skills in this stage of development. It is critical for parents to stay closely involved with their children and the school during this period.

In order to recruit interested and qualified children for enrollment and to ensure equal opportunity and equal access to the program, the following process will be followed. Audubon Charter School will:

- Organize and sponsor at least two Open House presentations during each school year.
- Schedule tours of the school throughout the school year.
- Send brochures and application forms to schools in Orleans and surrounding parishes.
- Advertise the school program and admissions details in local newspapers' education columns, in newsletters and on the school website.

- Establish a School Site Review Team (diverse in race and gender) to review all procedures, applications, and acceptances.
- Target any identifiable group of students that is underrepresented for recruitment in the applicant pool in accordance with school guidelines.

**Note: Audubon's two academic programs are embedded in advanced learning environments driven by a curriculum designed to attract the most academically and talented students. These students will become highly engaged in the development of higher order thinking skills, creativity, and problem-solving abilities.**

### Lottery

If the school has a surplus of students qualifying for admission, a lottery will be used to determine acceptances. The principal will conduct the lottery with one teacher and at least one member of the Board of Directors. New Kindergarten students must meet the minimum guidelines to participate. All eligible parents of qualifying students will be invited to attend the lottery. The lottery will be held in April and will determine acceptances by lottery and waiting lists at each grade level. The lottery will be used to establish the order in which eligible students fill vacant seats. Grade-level lottery lists reflect the order in which the students' names are pulled. All entries will be pulled and recorded until the pool is exhausted. Once all available spaces are filled by lottery, the lottery will continue in order to develop a waiting list of students eligible for enrollment.

All students will be notified if vacancies occur. Following the lottery, parents will be notified of their child's admission status by letter. The waiting list will be maintained until the October 1<sup>st</sup> count. If the percentage of at-risk students has fallen below 32%, at-risk students will be given preference.

Lottery placement will be mailed to the parent's domicile address listed on the application. Students who are placed on the waiting list will remain on the list until the second week of September. Students will be called in order of their lottery numbers to fill open positions as they come available.

**NOTE: Audubon Charter School will hold its lottery in April.**

### Admissions Process/Dates for Non-Preferential Students

1. Applicants must turn in an application form by the April deadline.
2. Kindergarten applicants will be scheduled for a test.
3. Parents of applicants to grades Pre-K, K and 1 must attend a Parent Curriculum Meeting and complete a Parent Questionnaire.
4. Acceptance and Non-Acceptance letters will be sent to applicants by the first Monday in May. Acceptance letters must be signed and returned to the school ten days later in order for the student to be accepted. Non-acceptance letters will be sent to students who do not meet the minimum entrance requirements.
5. Letters with lottery placement number will be mailed to all eligible lottery applicants within one week of the lottery. The placement will note the student's position on the waiting list.
6. The admissions process for non-preferential students will be extended to June and late applications will be taken for all grade levels without waiting lists.

**Accommodations**

Any student who is eligible for accommodations as noted on an Individualized Education Plan (IEP) or Section 504 Accommodation Plan will receive accommodations as noted on the IEP or 504 Plan. ESL students may be eligible for accommodations as determined by an assessment by the school's ESL department.

**Acceptance Letters**

The school will send letters of acceptance and non-acceptance by the first Monday in April. Parents/Guardians must return their acceptances by a deadline date of 10 working days of this mailing date. The school does not take responsibility for documents that are returned by USPS mail or do not arrive on-site by the deadline. The school does not take responsibility for deficient acceptance letters that lack names, signatures, responses, etc. An acceptance letter will be voided if the parent fails to meet the school's deadline or indicates an option on the letter that rejects acceptance.

When accepting a placement, parents are responsible for ensuring that the letters are returned to the school site. If the acceptance letter is not returned by the deadline date, the seat will be available to the next applicant on the lottery list.

Acceptance in state or district programs does not prohibit an applicant from applying to and being accepted by Audubon Charter School. It is the parent's responsibility to notify any schools that intend to enroll an applicant of any changes that may occur due to enrollment at Audubon Charter School.

**Twins**

Twins and members of multiple births applying to the same grade, although applying separately, will be entered as one entrant, should a lottery be necessary. If one child receives a placement offer, the other child/children shall also have (a) placement offer(s) to the school.

**Late Testing**

If vacancies occur and the waiting lists have been exhausted, late testing will be offered to establish a list of eligible students for Kindergarten with no waiting list.

**Appeals/Grievances**

- Parent or legal guardian has the right to appeal
- The appeal must be submitted in writing to the Principal within five days of the postmarked date on the admissions decision.
- The Principal will assess the merits of the case in a conference that may include the parent/guardian/child and the administrator who issued the suspension or expulsion. All participants will be notified in writing of the conference.
- A second written appeal may be submitted to the Board of Directors within five calendar days (including Saturday and Sunday) after the hearing is conducted.

- The Board of Directors will review the appeal at the next scheduled quarterly meeting.
- The decision of the Board of Directors will be final.

**Procedures for Withdrawal**

The procedure for withdrawal and transfer to another school is as follows:

1. The parent or guardian shall notify Audubon Charter School office/administrative staff and authorize the student's withdrawal and last date of attendance.
2. The student shall return all books and materials received.
3. The parent shall meet with the business manager to discuss any questions regarding financial matters.
4. The school will provide an official letter of withdrawal to the parent.
5. Copies of student records will be given to the parent upon request. Other records will be sent directly to the receiving school. The school will follow the FERPA guidelines in handling student information.

**34. (b) Describe how the charter school will meet the at-risk enrollment requirement in LA R.S. 17:3991(B)(1).**

**At-Risk Enrollment Requirement**

As a result of a conversion, the percentage of the total number of pupils enrolled in Audubon Charter School based on the October first pupil membership who are at-risk shall be equal to not less than the percentage of the total of pupils enrolled in the school in the school year prior to the establishment of Audubon Charter School that were eligible to participate in the federal free and reduced cost lunch program.

Should there be a significant difference such as a reduction in the percentage of at risk students, FAME, Inc will retain legal counsel to determine the best way to maintain the at-risk population and meet state and federal guidelines.

**Retention Strategies**

Audubon Charter School will provide the following strategies directed toward the retention of students:

1. Student/Parental Counseling.
  - Orientation sessions for students and parents will be held annually to discuss expectations for both curriculums and school operations. A school-wide meeting will be held annually to provide information to parents about curricula and programs offered and the possibilities for parent involvement in school programs and activities.
2. Student Performance Reviews.
  - Parents and students will get feedback through parent teacher conferences and teacher notes of a student's performance, both in academics and behavior.
  - Progress reports are sent home mid-quarter and parent-teacher report card conferences are held quarterly.
  - Students experiencing difficulty in academics, behavior, or attendance will be put on special plans through the Student Assistance Team to monitor the

student's progress and develop strategies in conjunction with parents for student improvement. Retention studies are completed for those students in danger of failing.

- Faculty members will be trained to assist students both in classrooms and individually. Strategies will be developed to assist students with learning differences. Lack of effort or failure to participate in support programs may result in referral to the Student Assistance Team.
3. Students must comply with the following:
- Students shall abide by the discipline policy and the dress code of the Audubon Charter School.
  - Students shall receive no more than 3 suspensions in one academic school year.
  - Students shall maintain a mark of Satisfactory or above in behavior.
  - Students shall have no more than 8 unexcused absences annually or more than 15 days of tardiness in one semester.
  - Non-preferential students in grades 2-8 shall maintain a 2.0 academic average. Failure to comply with the above will result in the student being referred to the Student Assistance Team.

#### ATTACHMENT 34(C)

**34. (c) If applicable, describe how the admissions requirements are consistent with the proposed charter school's role, scope and mission.**

In the early eighties, in response to the flight of middle class families in the uptown area and a need for unique methods of teaching, two teachers created a Montessori school program that was embedded in the strong tradition of the uptown university and medical communities, academic excellence, commitment to the arts, and appreciation of the rich cultural heritage of the neighborhood and the city. The Orleans Parish School Board approved Audubon's designation as a citywide magnet in 1981 based upon the program initiated in 1976. In 1998, the Orleans Parish School Board implemented the City Wide Access School program (CWAS) and recognized "...that the CWAS are an important part of the New Orleans Public Schools and should neither be eliminated, nor should their academic standards be lowered." Audubon continues as a magnet program under the CWAS banner today. Two schools within a school model at Audubon have been highly successful in creating one of the most diverse student populations in the state. Today, the Audubon community serves 525 students Pre-K through eighth grade and has been recognized locally and nationally as a school of academic excellence.

Audubon Charter School intends to continue to meet its mission by providing a program that is grounded in dual curriculums consisting of an advanced learning environment and a Montessori and a French curriculum that includes the arts at the core of a high academic program with distinctive teaching methods. Audubon Charter School will continue to ensure that each student will have a fair opportunity for admission and that the standards of academic excellence are maintained. In accordance with the twenty-five year Audubon

tradition, our school, with two distinct learning approaches, will continue to ensure an environment of excellence for its students.

Our program offers a rigorous Montessori curriculum that engages its students in hands-on learning and social interaction through peer involvement. It permits each child to engage in learning at his/her individual pace while highlighting the student's potential for academic excellence. Arts is an integral part of both programs. It is through art that our students find their creative talents and challenges. Our French program ensures that its students will become fluent in another language and achieve academic excellence in all areas of the curriculum. The two programs set the tone for the entire school and, through the development of a learning community the school has systemically taken on the challenge to improve the education of all children.

Audubon Charter School with its Montessori and French programs have created an advanced learning environment driven by a curricula designed to draw the highly motivated, high-achieving students. According to the research, students that matriculate through a high academic program, including the arts embedded in an advanced learning environment, regularly enjoy the following benefits:

- intensified student motivation to learn
- better attendance
- improved multicultural understanding
- higher engagement in learning and
- development of higher order thinking skills, creativity and problem solving.

While the arts alone do not deliver all of these benefits, they can be and often are a critical factor in their occurrence. As the arts transform teaching and learning, they engage students in ways that make these benefits much more likely to be realized.

At the elementary level, parent understanding of the relationship of their child's development to the instructional program is necessary for full participation in the advanced learning environment. Parent participation in the components of the parent requirement scale will raise their awareness of the requirements of the program and how those requirements relate to their child's development. Audubon Charter School will endeavor to keep parents of our fifth to eighth grades students integrally involved in the school. When children reach these grade levels, parent participation and activity does diminish. Audubon will strive to change that predilection and encourage more participation from those parents.

#### ATTACHMENT 35

**35. Attach the charter school's student discipline rules and procedures for regular education students. If your school is to have a provision for suspension or expulsion, include as well the procedures and policies for implementing alternative instruction.**

35. Research clearly indicates that clear, well-disciplined, smooth-running schools are not a product of careful planning and effective practices. The staff of Audubon Charter School



has developed a comprehensive discipline plan that will assist our students to become more responsible and cooperative. The plan is built upon student ownership and a positive culture where students learn responsibility through trust and respect.

The Audubon community is recognized as a role model for student support and positive reinforcement in a well disciplined environment. A large part of this success is tied to the understanding that community begins with a strong bond between teacher and student that in turn provides a positive learning experience. While teachers know that rules and procedures are paramount to creating a quality education for our students; they also know that it is important for students to be taught to think for themselves, care about others and to become future community leaders.

Continuous professional development has been considered an important aspect of the discipline plan. The staff believes that disciplinary authority should be delegated to teachers and that the administration should take responsibility for dealing with more serious infractions.

Cultural studies are integrated into learning experiences throughout the curricula and the day-to-day operation of Audubon school. The variety of nationalities and races of Audubon students is both honored and celebrated within the curricula. Language, social studies, and the arts components of the curricula are rich in opportunities and demonstrations of this learning. Global citizenship, living peacefully, as well as care for each other and for the environment is taught to all students through the school-wide discipline plan, known as **Project Stop and Think**. **Project Stop and Think** calls on students to be kind, be responsible, do your best work and respect people and property.

### **School Wide Discipline**

Findings by renowned professionals point to the following for preventative discipline practices and will be utilized by the Audubon staff:

- Commitment on the part of the staff to establishing and maintaining appropriate student behavior as an essential precondition of learning. Well-disciplined schools tend to be those in which there is a school-wide emphasis on the importance of learning and intolerance of conditions which inhibit learning.
- High behavioral expectations. In contrast to poorly disciplined schools, staff in well-disciplined schools share and communicate high expectations for appropriate student behavior.
- Clear and broad-based rules. Rules, sanctions, and procedures are developed with input from students, are clearly specified, and are made known to everyone in the school. Researchers have found that student participation in developing and reviewing school discipline programs creates a sense of ownership and belongingness.
- Warm school climate. A warm social climate characterized by a concern for students as individuals is typical of well-disciplined schools. Teachers and administrators take an interest in the personal goals, achievements, achievements,

and problems of students and support them in their academic and extracurricular activities.

- A visible, supportive principal. Many poorly disciplined schools have principals who are visible only for “official” duties such as assemblies or when enforcing school discipline. In contrast, principals of well-disciplined schools tend to be very visible in hallways and classrooms, talking informally with teachers and students, speaking to them by name, and expressing interest in their activities.
- Delegation of discipline authority to teachers. Principals in well-disciplined schools take responsibility for dealing with serious infractions, but they hold teachers responsible for handling routine classroom discipline problems. They assist teachers to improve their classroom management skills by arranging for staff development activities as needed.
- Close ties with the community. Researchers have found that well-disciplined schools are those which have a high level of communication and partnership with the communities they serve. These schools have a higher-than-average incidence of parent involvement in school functions, and communities are kept informed of school goals and activities.

Teachers will use the following strategies to prevent discipline problems. Some methods include:

- Talking to a troubled student privately rather than in front of a group
- Circulating among students in the classroom
- Establishing and following clear routines for student movement and interaction
- Holding and communicating high expectations for student learning and behavior
- Making clear to students the consequences of misbehavior
- Enforcing classroom rules promptly, consistently, and equitably from the first day of school.
- Sharing with students the responsibility for classroom management - a sense of belonging and self-discipline
- Creating opportunities for students (particularly those with behavioral problems) to experience success in their learning and social behavior
- Identifying those students who seem to lack a sense of personal efficacy and work to help them achieve an internal locus of control
- Using many forms of non-verbal communication
- Changing seating arrangements
- Being well prepared to teach and maintaining a brisk pace for instruction and making smooth transitions between activities
- Making use of humor, when suitable, to stimulate student interest or reduce classroom tensions
- Using management signals i.e. one finger means get ready, two fingers mean stand and three fingers mean go quietly. The right hand extended into the air means look and listen in silence
- Encouraging students to be kind, respect all people and their property, to be responsible and to do their very best work

- Monitoring classroom activities and providing feedback and reinforcement through verbal, symbolic, and tangible rewards

Clear and broad based rules for all grade levels will be posted in each classroom and discussed the first day of school. They will also be reinforced each morning during the first five minutes of home room. Each Friday morning exercises will be held in the yard to give recognition to those students who have followed **Project Stop and Think** rules. Recognition is given in a variety of ways. Parents are encouraged to give special recognition at home when they receive their Friday communication. Examples of constructive classroom rewards are:

- Social rewards – Social rewards involve attention, praise, and smiles that often accompany the Project Pride award at the end of the week
- Recognition – Recognition includes ribbons, certificates, stickers, telephone calls, notes, etc.
- Privileges- Privileges include helping in another class, going first, making deliveries, going to the library, etc.
- Prizes - Prizes include school supplies, toys, books, key chains, etc.

Students follow an appropriate grade level plan for earning **Project Stop and Think** points. Primary grade teachers may use pennies or a light system, while older students may sign a class book citing the infraction. The infraction may warrant a school behavior report to be signed by the student and parent. Infractions include, but are not limited to, the following:

- Failure to follow classroom expectations
- Chewing gum
- Eating food without permission
- Playing in hallways or bathrooms
- Failure to do homework
- Failure to comply with school routines and rules

The classroom teacher has the main responsibility for his/her students. Telephone calls to parents, letters, detentions, etc. are part of the informal processes to deal with routine violations of classroom rules. Other immediate actions include a request for a student apology and/or giving a student a Time Out in a partner-teacher's classroom and a detention before or after school. Grade levels design immediate consequences that are appropriate for their students. An accumulation of three (3) behavior reports may result in administrative action. The final decision and consequence rests with the Principal or his/her designee. Administrative consequences include an administrative telephone call to parents, a parent conference, or a Saturday detention.

Students may be asked to complete a **Personal Responsibility Plan** after mediation with an adult. This form allows the student to think about the problem and a solution. A counseling approach that encourages students to work out their problems with each other and teachers helps build trust and relationships with students.

Communication between teachers is very important. Students may receive a Pink Slip from a teacher who witnesses an infraction in a hallway, at recess, etc. The Pink Slip is applied to the plan being used at the grade level. For example, a student will sign the class infraction book if he is in fifth grade.

Students at each grade level earn a "Field Trip" at the end of each through good behavior. Activities include special field trips such as bowling, skating, and swimming. Only students who have not lost more than two **Project Stop and Think** points may attend the special activity.

Each grade level designs accommodation plans for students with special needs. Examples of these plans include buy-back of lost **Project Think and Stop** points, mini-events, and special contracts with students. The school social worker is an integral part of the design of behavior contracts. Often students who have special needs are referred to the social worker for intervention.

### **Discipline Referral**

The following plan for more severe discipline infractions is based largely on New Orleans Public Schools Project Respect guidelines:

There are occasions that require a teacher to refer a student for immediate administrative action. Severe infractions which involve any of the following may result in an in-school suspension, an out- of-school suspension or a request for parent to pick up student for the rest of the day for the first offense. A one to five day out of school suspension will be given if a student commits a second offense.

1. Disrespect toward a teacher
2. Teasing or bullying
3. Disruptive behavior
4. Inappropriate language
5. Repeated offenses

Infractions that will result in an immediate one to five day out of school suspension include, but are not limited to:

- Fighting or physical aggression
- Threatening others verbally or physically
- Use of obscene language or gestures
- Stealing
- Possession of stolen property
- Verbal aggression toward students or staff
- Cheating
- Leaving the campus without permission
- Cutting a class
- Destruction of property
- Extreme willful disobedience

- Sexually inappropriate behavior
- Playing with fire alarms or fire extinguisher
- Smoking or drinking alcoholic beverages on school property or buses
- Harassment or threats

**Expulsions** will be recommended for the most serious violations such as possession of a weapon or drugs. More than three (3) suspensions will result in a referral for expulsion. A student who receives two (2) suspensions is referred to the Student Assistance Team for a plan and placed on a behavior contract. Failure to abide by the contract will result in behavior probation. Students on probation who continue to disobey rules and receive more than three (3) suspensions will not be able to re-register the following school year.

#### **Suspension and Expulsion Appeals Process**

- Parent or legal guardian has the right to appeal.
- The appeal must be submitted in writing within five days after the beginning of the suspension/expulsion to the Principal.
- The Principal will assess the merits of the case in a conference that may include the teacher, parent/guardian/child, and the administrator who issued the suspension or expulsion. All participants will be notified in writing of the conference.
- A second written appeal may be submitted to the Board of Directors within five calendar days (including Saturday and Sunday) after the hearing is conducted.
- The Board of Directors will review the written appeal at their next meeting.
- The decision of the Board of Directors will be final.
- In the case of expulsion, the parent or legal guardian may further appeal the Board's decision within (10) calendar days to the Civil District Court.

**Note:** Students are expected to follow the same rules and procedures outside of the building during field trips and during special activities. Students may be suspended from the bus if they do not meet behavior expectations.

#### **ATTACHMENT 36**

**36. Please provide the discipline policy that the school will enact for students with disabilities.**

36. The discipline procedures for special education students with disabilities are consistent with federal and state laws, as well as school policy. They include behavior plans, time-out, in-school suspension, before/after/during school detention, and Saturday detention. Students who are suspected of having a disability are also covered under the Special Education Discipline procedures. Knowledge of a disability includes written or oral concern expressed by a parent that a child is in need of special education services, the behavior or performance of the child indicating a need for services, or written concern by the teacher about behavior through the school's referral process.

The policy and procedures are adapted from those used by the Orleans Parish School Board.

In accordance with IDEA, Audubon Charter School seeks to address:

- 1) the proactive requirements of IDEA designed to ensure that children with disabilities will be able to adhere to school rules;
- 2) IDEA provisions regarding removal of students from their current placement when their behavior significantly violates school discipline codes; and
- 3) The requirement of IDEA for the continuation of services for children with disabilities who are disciplined.

#### **Students Covered Under Special Education Discipline Procedures**

- Special education discipline procedures do not include Gifted and/or Talented students.
- All special education procedures apply to students identified as having disability according to the Louisiana Department of Education Pupil Appraisal Handbook criteria, including students identified as Speech or Language Impaired (formerly Speech Only).
- Students not yet identified as having a disability in accordance with LDE Pupil Appraisal Handbook criteria (e.g. students not referred for evaluation and students in the process of being evaluated) are afforded the protections of the Special Education Discipline procedures if the school system has prior knowledge that the student is a student with a disability before the behavior which precipitated the disciplinary action occurred.

In accordance with federal regulations, a school system is deemed to have knowledge that a student is a student with a disability if:

- a) The parent of the child has expressed concern in writing (orally if the parent does not know how to write or has a disability that prevents a written statement) to personnel of the appropriate educational agency that the child is in need of special education and related services.  
-or-
- b) The behavior or performance of the child demonstrates the need for these services.  
-or-
- c) -The parent of the child has requested an evaluation of the child.  
-or-
- d) The teacher of the child, or other personnel of the local education agency, has expressed concern about the behavior or performance of the child to the Student Assistance Team Chairperson.

#### **Suspension Procedures**

A special education student with a disability who commits a serious offense (i.e. leaving the school campus without permission, fighting, etc.) may be disciplined for that behavior. The procedure described below must be followed:

- For each suspension, Audubon Charter School will complete a Student Discipline Summary within 48 hours of the offense.
- After the FIRST suspension, the school will conduct a Functional Behavior Analysis (FBA) and develop a Behavior Management Plan (BMP) to address the behavior that resulted in suspension.
- After the SECOND suspension, the school will reconvene the IEP Team to address the behavior for which the student was suspended. Review/Revise the Behavior Management Plan to address the suspended behavior.
- After the THIRD and SUBSEQUENT SUSPENSIONS, conduct a Manifestation Determination Review, make a determination and complete the Manifestation Determination Summary Form; review/revise Behavior Management Plan to address the suspend able behavior; if an expulsion is recommended at this point, follow the procedures indicated.
- A Functional Behavior Analysis must be conducted and a Behavior Management Plan developed for each new behavior that is exhibited.

**NOTE: A student may be suspended for up to five days per offense. However, a student MAY NOT be out of school more than a total of 10 days per school year for disciplinary actions.**

#### **Suspension Appeals Process**

- The parent or legal guardian has the right to appeal.
- A written statement of an appeal request must be submitted within five (5) days after the beginning date of suspension to the Principal;
- The Principal will assess the merits of the case in a conference that may include the teacher, parent/guardian, child, and the administrator who issued the suspension. All participants will be notified in writing of the conference.
- A second written appeal may be submitted to the Board of Directors within five calendar days (including Saturday and Sunday) after the hearing is conducted.
- The Board of Directors will review the appeal at the next quarterly meeting.
- The decision of the Board of Directors will be final.

#### **Removal Procedures**

A removal may be an option for a student who creates a danger to self or others. Removals may be considered only when the behavior is related to the student's disabling condition and must not exceed three (3) days. Removals may be in-school or out-of-school. If it is an out-of-school Removal, then the days are counted as part of the ten (10) days allowed for out-of-school suspensions for the school year.

1. An In-School Removal is when a student is removed from his/her assigned

placement within the school, and receives services as indicated on the IEP in another location within the school. An In-School Removal may be addressed by implementing a variety of intervention strategies.

2. A Removal may be used with students receiving services ONLY when they have created a danger to themselves or others. Otherwise, the student should be maintained with appropriate interventions.
3. Due process procedures must be followed in allowing the student the right to give his/her side of the story.
4. For any Removal, a Discipline Summary sheet, along with the original copy of the Manifestation Determination Summary Form, must be submitted to the Principal's office within 48 hours of the offense. The Manifestation Determination decision must be made by a Manifestation Determination Committee consisting of at least one person who knows the student, one person familiar with the student's exceptionality, and the parent (s). Every effort must be made to include the parent (s) in the decision. If parent (s) do not participate, all efforts to include the parents must be documented. The student's current IEP, MDE, Behavior Management Plan, and other pertinent information must be attached.

**NOTE: Neither the Principal nor the authority figure involved in an incident with the student may serve as a member of the Manifestation Determination Committee. However, they may participate at the meeting for informational purposes.**

#### **Expulsion Procedures**

A special education student with a disability may be recommended for expulsion when a significant offense occurs. If the offense involves guns, other weapons, drugs, and/or the student presents a danger to self or others, the school is not prohibited from contacting law enforcement agencies. All documentation submitted for any recommendation for expulsion must be compliant. Non-compliant Disciplinary Action packets will not be processed for a hearing.

If the expulsion packet is compliant:

- The Principal schedules a hearing within 8 days of the offense.
- Both the school and the parents are notified of the hearing in writing.
- The hearing is conducted as scheduled.

If the student is found guilty:

- A period of expulsion is determined
- The student will be assigned to an alternative setting for 45 days.
- An expulsion reevaluation is conducted, the IEP team is reconvened and placement for the remainder of the expulsion period is determined.

If the student is found not guilty:



- The student returns to Audubon Charter School. The IEP reconvenes, a Functional Behavior Analysis is conducted and a Behavior Management Plan is developed.

If the expulsion packet is not compliant:

- The school receives notice on non-compliance.
- Failure to submit the necessary documents within the specified timelines results in the termination of the request and the student returns to school.
- Submitting the necessary documents results in a scheduled hearing.

#### **Expulsion Appeals Process**

- The parent and legal guardian has the right to appeal.
- A written statement of an appeal request must be submitted to the Board of Directors within five (5) calendar days (including Saturday/Sunday) after the hearing is conducted.
- The Board of Directors will assess the merits of the case and make a decision to uphold, modify or reverse the decision of the President/CEO.
- The parent or legal guardian may further appeal the Board of Director's decision within ten (10) calendar days to the Civil District Court.

#### **School Community Code of Conduct**

A school is a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. All students, parents, teachers and staff have the right to be safe, and feel safe, in their school community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions the safety of others and oneself. The Audubon Charter School standards of behavior apply not only to students, but also to all individuals involved in our school – parents or guardians and volunteers whether they are on school property, on school buses or at school-authorized events or activities.

**The guiding principles of the Community Code of Conduct are as follows:**

- All members of the school community are to be treated with respect and dignity, especially persons in positions of authority.
- Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged community members are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.
- Members of the school community are expected to use non-violent means to resolve conflict. Physically aggressive behavior is not a responsible way to interact with others.
- Insults, disrespect, and other hurtful acts disrupt learning and teaching in a school community. Members of the school community have a responsibility to maintain an environment where conflict and differences can be addressed in a manner characterized by respect and civility.

**Roles and Responsibilities of Parents**

Parents shall play an important role in the education of their children and shall support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill this responsibility when they:

- Show an active interest in their child's school work and progress
- Communicate regularly with the school
- Help their child be neat, appropriately dressed and prepared for school
- Ensure that their child attends school regularly and on time
- Promptly report to the school their child's absence or late arrival
- Become familiar with the Code of Conduct and school rules
- Encourage and assist their child in following the rules of behavior
- Assist school staff in dealing with disciplinary issues
- Ensure that their child have the required homework that is due daily

**All parents will be required to sign off on the school's Discipline program – Stop and Think, the Community Code of Conduct and the Roles and Responsibilities of Parents.**

**ATTACHMENT 37**

**37. If the charter school would implement a dress code policy, provide such policy including a description of how the cost of any uniform would be covered for parents unable to afford them.**

37. Audubon Charter School, in keeping with its mission of encouraging student individuality and expression, enforces a dress code policy but not a standard school uniform. Students are allowed to convey personal styles as long as the educational process is not disrupted and the criteria of the dress code are met.

Students are expected to adhere to the dress code at any time they are on school grounds or at any school function. Audubon School administrators and staff ask parents to support all decisions by school staff regarding whether or not clothing is appropriate or inappropriate for school. If a student violates the dress code, he or she will be sent to the office and his or her parent or guardian will be contacted. The parent or guardian must then obtain replacement attire. Students who repeatedly violate the dress code policy will receive a letter indicating consistent disregard of dress code policy with specific consequences. If further violations occur, disciplinary action will be taken.

**Dress Code Criteria:****CLOTHING**

- Students should not wear suggestive or revealing attire that diverts attention from the learning process.
- Clothing with words, phrases, symbols, pictures, or signs which use indecent, profane, swear, or suggestive words is not permitted.
- Clothing which is violence, alcohol or drug related is not to be worn.

- Tank shirts, shirts with spaghetti straps, and undershirts as outer garments are not acceptable.
- Primary students (K-5) may wear shorts; all other students may wear knee-length shorts.
- Shirts or blouses tied at the midriff, clothing not properly fastened, or any item of clothing with a bare midriff is not to be worn.
- Shirts must be no longer than hip length.
- Mini-skirts and mini-dresses are not permitted.
- Pants worn below the waist are not permitted.
- Undergarments must not be visible.
- Gym clothing must not be worn outside of the physical education class.

**HEADWEAR**

- Caps and hats are not to be worn in the school building.
- Bandanas and head scarves are not to be worn in the school building.
- No head covering is allowed unless it is due to religion or weather purposes.
- Students are prohibited from wearing hair curlers or other hair grooming aids or implements.

**SHOES**

- Shoes without backs are not permissible. This includes slippers, shower thongs (flip flops), and other footwear judged by the Principal as inappropriate.

**ACCESSORIES**

- Accessories with words, phrases, symbols, pictures, or signs which use indecent, profane, swear, or suggestive words are not permitted.
- Accessories that are alcohol or drug related are not to be worn.
- Students are not to wear sunglasses in the school building unless a doctor's permit to this effect is on file.
- Ornate and/or expensive jewelry is not to be worn by students as such items place students in danger or being accidentally injured, assaulted, or robbed.
- Girls are only allowed to wear stud earrings and they must be worn in the lower ear lobe. Boys cannot wear earrings to school and will not be allowed to keep alternative objects in their ears.
- Students may not wear watches with any sound effects or games.

**GROOMING**

- Parents should encourage students to maintain proper hygiene and appropriate dress (combing hair, brushing teeth, wearing deodorant, taking a bath, and clean clothing) daily.
- Hair styles and colors that call attention and disrupt the educational process are not permitted.
- Girls are not allowed to wear false nails.

**ATTACHMENT 38****38. Provide a description of the food services to be provided by the charter school.**

38. French and Montessori Education, Inc. requests that the Orleans Parish School District's food and nutrition department continue providing food service, in the same manner that it is currently doing so, to the students and staff at Audubon Charter School for the January through May 2006.

French and Montessori Education, Inc. is requesting the same financial arrangement to cover the cost of food services for Audubon Charter School that exists for Audubon School.

#### **ATTACHMENT 39**

##### **39. Describe plans for transportation of students to and from the charter school.**

39. French and Montessori Education, Inc. requests transportation services (i.e. RTA bus tickets) for students who are in the school's neighborhood district, but live more than one mile from school. Approximately 50% of the parents of Audubon students have chosen to enroll their children in after school programs at the school, such as After Care, ArtsReach, and LEAP 21 tutoring. This high percentage of students leaving school after regular dismissal requires that the responsibility of providing transportation after school lies with the parents most of the time.

School buses will be needed for the following purposes:

- School field trips in Orleans Parish
- School field trips outside Orleans Parish
- Transportation for students receiving special education services (daily transportation, if necessary)

French and Montessori Education, Inc. will work with the school board to provide transportation services.

#### **ATTACHMENT 40**

##### **40. Describe plans for health services to be provided by the charter school, or options under consideration.**

40. French and Montessori Education Inc. will work with the Orleans Parish School District's health department to provide nursing services to Audubon Charter School for January through May of 2006.

Several staff members have attended district-mandated training sessions on the proper administration of medication. These staff members, in addition to the school nurse, will be responsible for administering all medication to students who require such at the school every day.

## ATTACHMENT 41

**41. Attach the proposed school's policies and procedures for complying with the Louisiana Public Records Law, LA-R.S. 44:1 et seq, remembering that the non-profit corporation must also comply when acting in their capacity of the governing board of the charter school.**

41. French and Montessori Education, Inc. shall abide by the Louisiana Public Records Law LA-R.S. 17:3996(B)(10). Reasonable fees will be assessed for copying required documents.

In Louisiana, a "public record" includes books, records, writings, letters, memos, microfilm, and photographs, including copies and other reproductions. To be "public," the record must have been used, prepared, possessed, or retained for in connection with a function performed under authority of the Louisiana Constitution, a state law, or an ordinance, regulation, mandate, or order of a public body. [LA R.S. 44:1(A)(1)].

In Louisiana, any person may inspect, copy, reproduce, or obtain a copy of any public record [R.S. 44:32]. The purpose of the document request is immaterial; an agency or record custodian may not inquire as to the reason, except to justify a fee waiver.

**Requests Made in Writing**

Persons requesting public records will be asked to complete a written request to receive the information. The requestor must date and sign the request. The requestor must also be specific about what record(s) are being requested. The requestor will be notified when records are available for review at the school or when the records will be mailed. The records will be made available to the requesting party within three working days of the request unless there are extenuating circumstances justifying a greater time. However, the maximum period of time between the request and the production will be no more than seven working days. In no event will extenuating circumstances apply to a request for a single, specifically identified document.

**Requests Made in Person**

If the request is made in person, the school Principal will make the information immediately available for review. If the document is not immediately available, the reason will be placed in writing and the information will be made available within 72 hours. There will be no cost to review the public record.

**Accommodations to Review Public Records in Person**

Audubon Charter School's staff will provide a quiet place for the requestor to review the records..

**Delivery of Information**

Copies will be available for pick up, sent via facsimile, or mailed. The requestor will be invoiced and must pay for the copies before the copies are released. The school will not send high volume requests via facsimile.

**Exceptions**

While the general policy of the State of Louisiana is that all records are public records subject to inspection, there are a number of exceptions. Unless a record falls within a specific exception, it must not be produced. The exceptions are too numerous to summarize here (and many of them would not generally be applicable to charter schools). However, some of the more significant exceptions are the following:

- a. Producing the record would violate state or federal law (i.e. individual student academic records);
- b. Test questions, scoring keys, and other examination or assessment data;
- c. Real estate appraisals relating to property acquisitions until the title has passed;
- d. Medical, mental health, sociological, and scholastic achievement data on individual persons;
- e. Personnel files (Note that notwithstanding this exception, any employment contract or other information regarding amounts paid under settlement agreements must be produced);
- f. Letters of reference;
- g. Privileged information (e.g. attorney-client communications);
- h. Addresses and telephone numbers of students (such information may not be provided in, for example, a school directory unless specific authorization is obtained); and
- i. Records of sexual harassment complaints.

Finally, since there are so many exceptions to the Public Records Act, any doubt about whether production of a particular document is permissible, legal counsel will be consulted.

**Cost to Produce Public Records**

The following reasonable fees will be charged:

- Videotapes - \$10.00 per hour or portion thereof plus \$7.00 for cost of tape.
- Custom-made computer-generated report - \$75.00 per hour plus \$1.00 per page.
- Photocopies from an existing listing - \$0.25 per page.
- Duplicated student records (excluding transcripts) - \$0.10 per page
- Hand copies from an existing report – no charge
- Computer-generated report from an existing job - \$1.00.

Copying jobs in excess of \$50.00 will require a \$50.00 deposit. Payment for all jobs must be made upon receipt of the product with cash or a check.

**ATTACHMENT 42****42. Attach the proposed school's policies and procedures for complying with the Family Educational Rights Privacy Act (FERPA), 20 U.S.C. 1232g.**

42. The French and Montessori Education, Inc., policies and procedures for complying with the Family Educational Rights Privacy Act are based on the guidelines provided by

the Louisiana Department of Education. The specific policies and procedures that will be implemented are outlined below:

**Annual Notification**

Parents will be notified annually of their rights under the Family Educational Rights Privacy Act. Written notice will be included in the school packet which parents receive at the opening of school.

“Parent” means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

In the case of divorce or separation, the school will provide access to both natural parents, custodial and non-custodial, unless there is a legally binding document that specifically removes the parent’s FERPA rights. In this case a legally binding document is a court order or other legal paper that prohibits access to educational records, or removes that parent’s right to have knowledge about his/her child’s education.

The annual notice will inform parents of the following:

- the right to inspect and review the student’s education records;
- the right to seek amendment of the student’s education records if the parent or eligible student believes the records are inaccurate, misleading, or otherwise in violation of privacy rights;
- the right to prohibit disclosure of personally identifiable information contained in the student’s education records, except to the extent the law allows disclosure with a parent’s or an eligible student’s consent;
- the right to file with the Family Policy Compliance Office a complaint regarding alleged failure by the educational agency or institution to comply with FERPA;
- the procedure for exercising the right to inspect and review education records;
- the procedure for requesting amendment of education records; and
- the criteria that the school used to determine when education records can be disclosed, without prior written consent of the parent or eligible student, to other school officials within the agency or institution who are deemed to have legitimate educational interest in the education records.

The notification will be translated for parents whose primary language is a foreign language, and who are not also fluent in English; and accommodations will be made to notify disabled parents of their child’s rights.

**Disclosure of Educational Records**

1. Disclosure to parent – the school will utilize a checklist to ensure that it has followed proper procedure in disclosing information to parents.

Parents will receive written notice from the school regarding their request to inspect their child’s education records. Parents will be given the time and space to review their child’s record within 15 days (excluding Saturdays and Sundays) of their request.

2. Disclosure to other school officials with the student's school or school system - school staff will be informed in writing each year (at staff orientation) that they can only use personally identifiable information in a student's education record for those things related to "legitimate educational interests." Otherwise, personally identifiable information about a student must remain strictly confidential.

3. Disclosure to people or organizations outside the student's school or school system – the school must receive written consent from a parent prior to disclosing to third parties any personally identifiable information in an educational record.

The school must have written consent of the parent even if the third party accompanies the parent to school to view the records. Verbal consent given by the parent, even if given at or near the time the third party is to inspect the records, is not sufficient.

The requestor will receive written notice from the school regarding their request to inspect a student's education records.

The school will forward to the following third parties personally identifiable information in an education record without the prior written consent of a parent. These disclosures of personally identifiable information to:

- school officials of another school or school system where the student wants to enroll and
- school officials of another school or school system where the student is enrolled or is receiving services.

The annual notification will inform parents that it is the school's policy to forward education records to other schools or school system where the student wants to enroll, is enrolled, or is receiving services. The school will provide a copy of the records requested by the parent.

Other, less frequent situations in which the school can disclose personally identifiable information in an education record without prior written consent of the parent are available for review in the guidelines received from the Louisiana Department of Education.

4. Directory Information – at the opening of school, parents will receive a notice to withhold directory information. A student's social security number will not be included in the school directory.

5. Redisclosure – the school will disclose personally identifiable information only on the condition that it will not be redisclosed to anyone else with the prior written consent of the parent. A person or organization that improperly rediscloses that information will not receive additional information from the school.



6. Recordkeeping – educational records must be maintained for a minimum of three years, but local school districts can require their school to retain records for longer periods of time. LA R.S. 17:415.

7. Amendment of Education Records – only a parent will have the right to ask the school to amend any education record that he/she believes is inaccurate, misleading, or an invasion of privacy.

The school will notify the parent of its decision within 30 days (excluding Saturdays and Sundays) after receiving the request for an amendment. If the school decides not to amend the record as requested, the school will notify the parent of its decision in writing. The school will also inform the parent of his or her right to request a hearing on the issue.

**Right to an Appeal**

If a hearing is requested, the school will hold the hearing within 30 days after receiving the request for hearing. Every effort will be made to remain flexible so that the hearing can be set at a date and time that is convenient for all those involved. The school will give the parent notice of the date, time, and place that the hearing is to occur. The school will keep a copy of this notice with the student's education records. The parent will be given the notice no later than 15 days in advance of the hearing. The President/CEO will conduct the hearing. The parent will be given a fair opportunity to present evidence and will have the right, at his or her own expense, to the assistance of an attorney or other representative.

The decision on the hearing will be based solely on the evidence presented at the hearing. The decision will be in writing and will include a summary of the evidence presented and the reasons for the decision. The decision will be rendered within 48 hours after the conclusion of the hearing. The school will keep a copy of the decision with the student's education records.

After the hearing, if it is decided that the education record should not be amended as requested, the school will inform the parent of his or her right to place a statement in the education record commenting on the contested information and stating why he or she disagrees with the decision. The school will keep the parent's statement with the education record for as long as the school has the education record. The school will also disclose the statement whenever it discloses the disputed part of the education record.

**ATTACHMENT 43**

**43. Attach the proposed school's policies and procedures for complying with the Louisiana Open Meetings Law, LA-R.S. 42:4.1 et seq.**

43. French and Montessori Education Board Members shall abide by the Louisiana Open Meetings Law [LA-R.S. 17:3996 (B) (9)].

The general policy underlying the Louisiana Open Meetings Law states that the formation of public policy in Louisiana is public business and may not be done in secret. "Meeting"

is defined as “any kind of gathering, convened to discuss public business, in person, by telephone, electronically, or by other means of communication.” The law does not apply to “any chance meeting or social gathering at which discussion of public business is not the central purpose.”

#### **General Rule of the Open Meetings Law**

“All meetings of a quorum of three or more members of any local public body, whichever is fewer, at which any public business is discussed or at which any formal action may be taken are declared to be public meetings open to the public at all times.”

Any time three or more members of the Board of Directors have a meeting at which they discuss charter school business, they may not exclude from that meeting any member of the public who wishes to sit in on it. No formal action of the Board of Directors shall be valid unless the action is taken in an open meeting that complies with Open Meetings Law.

#### **Public Comment**

The Board of Directors has to allow public comment at any meeting prior to taking any vote. Each person may comment once per meeting for a maximum of three minutes.

#### **Notice**

Notice of meetings of the Board of Directors will be posted in the school no less than 24 hours prior to the meeting. The agenda for the meeting will be available in the school offices.

#### **Minutes**

The Board of Directors will keep typed written minutes of their meetings and make those minutes available for public inspection. The minutes of each meeting will be adopted at the next regularly scheduled meeting of the Board of Directors.

#### **Executive Session**

The Board of Directors may call an executive session to discuss certain matters. In order to call the executive session the board must (1) announce the general topic that will be discussed in the executive session; and (2) vote by a 2/3 majority to resolve into executive session. The announcement of the general topic will include a specific citation to the part of the law authorizing the executive session and will be detailed as possible without compromising the purpose of the executive session.

Executive sessions are for discussion only. No formal actions will be taken in executive session. Thus, for example, the board may never vote on a motion while it is in executive session. If the board wants to adopt a motion after discussing it in executive session, it must first resolve itself out of executive session into an open meeting and then hold the vote.

**Prior Subjects for Executive Sessions**

It is also important to note that a charter school may not resolve itself into executive session just because it wants to discuss a matter in private. All discussions of the charter school board must occur in open session unless there is specific statutory authority for holding an executive session on a topic. The specific grounds for which the board may meet in executive session are listed LA R.S. \_\_ 6.1 (A), and are as follows:

- Personnel matters (the exception occurs only when an individual employee or group of employees are discussed);
- Determining contract negotiation strategies;
- Conferences with an attorney to receive legal advice;
- Security arrangements;
- Investigative proceedings regarding allegations of misconduct;
- Cases of extraordinary emergency;
- Discussions regarding buying or selling property;
- Discussion of individual students where public discussion would adversely affect the student involved;
- Matters required to be kept confidential by state or federal law;
- Consideration of documents protected from disclosure under the Public Records Act.

**Minutes of Executive Sessions**

If the Board of Directors resolves itself into executive session, the minutes of the regular open meeting must state the general topic of discussion (e.g. “consultations with legal counsel,” “determining contract negotiation strategy,” etc.) The minutes of the regular open meeting should not reflect the actual discussions that occurred in the executive session.

The discussions that occur in executive sessions will be recorded in the same manner as the discussions that occur in the open meeting. The minutes of an executive session must contain the following:

- a. A citation to the specific provision of the statute that authorizes the board to meet in executive session;
- b. The contents of the discussions (this need not be verbatim; the minutes need only reflect the substance of the discussions);
- c. A signed statement from the person chairing the executive session attesting that the minutes of the executive session accurately reflect the substance of the discussions during the executive session.

If the purpose of the executive session is to discuss an individual student (for e.g., discipline, etc.) no minutes of the session need be taken.

The statute also provides an exception to the executive session minute taking procedure for consultations with attorneys. However, if the board takes advantage of this exception and does not record discussions with an attorney, the attorney must sign a statement attached to

the minutes of the regular meeting that the portion of the executive session for which minutes were not kept constituted a privileged attorney-client communication. In addition, the chair of the meeting must sign a statement in the minutes affirming that the portion of the meeting that was not recorded was confined to a subject for which it is proper to hold an executive session under the statute.

The minutes of an executive session of the board are not open to the public unless the board agrees to open the minutes or is ordered to produce the minutes by a court. The board is required to keep the minutes of an executive session for at least 90 days, after which it may discard the minutes.

**Sonic and Video Recording: Live Broadcast**

The Board of Directors will not electronically record (video or audio tape) or broadcast live, the proceedings of its board meetings.

**ATTACHMENT 44**

**44. Attach the proposed school's policy for reporting at the end of each semester to parents of pupils enrolled in the school, the community, the local school board and the state board as required by LA-R.S. 17:3991 (B)(9)**

44. Audubon Charter School will provide the following reports to the groups listed above:

1. School Progress Report to Parents, the Community, and the Board of Elementary and Secondary Education [17:3991(B)(9)]

This report will be disseminated twice annually, four weeks after the conclusion of the first semester, and eight weeks after the school term ends. The second report will serve as the annual report.

2. Progress Reports on Students to Their Parents [17:3991(B)(9)(21)]

At the end of each quarter, parents will receive a copy of the students' grades from each class. Additionally, parents will receive mid-quarter reports on student progress each quarter.

3. Comprehensive Report to Orleans Parish School Board as Chartering Authority [17:3998(A)(2)]

This report will be submitted following the third year of Audubon Charter School's operation. It will summarize information from previous annual School Progress Reports and annual site visit reports.

4. Regular Reports on Student Attendance

Audubon Charter School will complete regular reports on student attendance to submit to the OPSB in compliance with all applicable regulations.

5. Other Reports to the Board of Elementary and Secondary Education

Audubon Charter School will file any other reports as required by Orleans Parish School Board or the Board of Elementary and Secondary Education.

**ATTACHMENT 45****45. Attach the policies of the charter school's board of directors for handling complaints from parents, community individuals, or groups.**

45. The Board of Directors expects that all complaints will be handled in a serious manner. The following policy has been established to respond to any such complaints:

Complaints regarding Audubon Charter School should be made directly to the site Principal. The Principal is directly responsible for all matters that occur at the school. The Principal will determine the urgency of the matter and will respond accordingly. However, the Principal must attempt to resolve the complaint within five school days.

If, however the complaint is against the Principal, the concern should be placed in writing and sent to the Board of Directors. Otherwise, the matter should be taken up with the school Principal.

If the matter is not handled satisfactorily by the Principal then, the complaint should be put in writing and sent to the Board of Directors. Such an appeal must be made to the Board President within 5 days following the response from the Principal. The board will act on the matter at its next board meeting, provided that the meeting is at least ten days away. If the board is meeting sooner, the matter will be taken up at the later board meeting. The Board President, however, has the discretion to bring the matter to full board sooner in he/she concludes that the matter is urgent.

All correspondence should be sent to the school's address and addressed to the person from whom a response is requested.

Only in rare cases, will the individual be allowed to present the matter in person to the full board.

**ATTACHMENT 46****46. In the event of the dissolution of the charter school, attach the procedures that the school would follow for the transfer of students and student records and for the disposition of school assets.**

46. In these matters, the Board of Directors will work cooperatively with the Orleans Parish School District to expedite this process in a manner that is least disruptive to the school staff, the students and their families.

**Transfer of Students**

The parents of students attending the school will be notified within 72 hours of the decision to close the school. A meeting of parents and students will be held to discuss the reasons for the school closure. Parents will be counseled on their school options for the upcoming academic year.

**Transfer of Student Records**

Since the dissolution will more than likely occur at the end of the school year, parents may not know which school their child will attend the next year. Therefore, the board will secure the records, and hire someone on the staff to be available at the beginning of the next school year to receive records requests and forward the students cumulative records to the new schools where students are enrolled.

In the event that the school is closed at some point during a school term, school staff will forward student records immediately to the new schools where students enroll. In either event, students will be released in SASI to the new schools.

**Disposition of School Assets**

The law states that any property acquired by a Type 1, 2, 3, or 5 charter school is the property of that charter school for the duration of that school's charter agreement. If the charter agreement of a Type 1, 2, 3, or 5 is revoked or the school otherwise ceases to operate, all assets purchased with any public funds become the property of the chartering authority. Charter schools are to maintain records of any assets acquired with any private funds, which remain the property of the AABE, Inc. organization operating the charter school. [R.S. 17:3991 (H)]

The building, all of its physical assets, and all the fund balances will be turned over to the Orleans Parish School System. The exception will be those assets that were purchased with non-public funds and all cash that was received from private sources. The assets purchased with non-public funds will be distributed to other non-profit agencies at the board's discretion.

An escrow amount of \$25,000 will be established at the founding of the school to pay for legal and audit expenses that would be associated with dissolution if the charter agreement is revoked or if the school ceases to operate.

An annual financial audit will be performed.

The Principal and the Board of Directors will act as stewards of school financial and operational records in the case of the dissolution of Audubon Charter School.

## ATTACHMENT 25

25. Please provide a copy of the non-profit corporation applicant's Articles of Incorporation, Certificate of Incorporation from the Louisiana Secretary of State's office, and the 501(c)(3) determination from the IRS. Please provide a set of by-laws for the non-profit corporation applicant, which includes officer positions designated; the manner in which officers are selected and removed from office; the manner in which members of the governing body are selected and removed from office; the manner in which vacancies on the governing body are filled; the term for which members of the governing body serve; and whether the terms are to be staggered.

25. The following are Articles of Incorporation, certificate of application for incorporation from the Louisiana Secretary of State's office, and the by laws for French and Montessori Education, Inc. The corporation is preparing an application for 501(c)(3) determination from the IRS and it will be filed in the near future.

**ARTICLES OF INCORPORATION  
OF  
French and Montessori Education Incorporated**

The undersigned, for the purpose of forming a corporation under the Nonprofit Corporation Law of the State of Louisiana, does hereby make, sign and acknowledge these Articles of Incorporation, stating as follows:

**ARTICLE I  
NAME**

The name of this corporation is: French and Montessori Education, Incorporated.

**ARTICLE II  
DURATION**

This corporation shall have perpetual existence.

**ARTICLE III  
DOMICILE**

The domicile of this corporation is Orleans Parish, Louisiana, and the location and municipal address of its registered office is:

7733 Maple Street  
New Orleans, Louisiana 70118

**ARTICLE IV  
POWERS AND PURPOSES**

This corporation shall possess generally all of the powers, rights, privileges, capacities and immunities of a nonprofit corporation organized under the laws of the State of Louisiana, subject to any limitations imposed by the provisions of the Internal Revenue

Code of 1986, as amended (the "Code") on this corporation as an organization described in Section 501(c)(3) that qualifies as exempt from federal income taxation under Section 501(a) of the Code.

This corporation is organized and shall be operated exclusively for charitable and/or educational purposes. By way of illustration but not limitation, this corporation is organized to (a) organize, govern, operate and raise funds for one or more charter schools; (b) to undertake any activities that support and/or advance the organization, governance and operation of such schools; (c) to improve student learning; (d) to increase learning opportunities for all students; (e) to encourage use of innovative teaching methods and a variety of governance, management and administrative structures; (f) to be more thoroughly accountable for educational results; and (g) to create new professional opportunities for teachers and other school employees.

#### ARTICLE V TAX EXEMPTION

No part of the net earnings or other assets of this corporation shall inure to the benefit of or be distributable to the incorporators, members, directors, officers, or other private persons, except that the corporation is authorized to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the corporation's exempt purposes.

No substantial part of the activities of this corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and this corporation shall not participate or intervene in (including the publishing or distributing of any statements) any political campaign on behalf of or in opposition to any candidate for public office.

This corporation shall distribute its income for each taxable year at times and in a manner so as not to subject it to the tax on failure to distribute income under Section 4942 of the Code or the corresponding provision of any successor federal tax laws.

This corporation shall not engage in any act of self-dealing, as defined in Section 4941(d) of the Code or the corresponding provision of any successor federal tax laws.

This corporation shall not retain any excess business holdings that would subject it to tax under Section 4943 of the Code or the corresponding provision of any successor federal tax laws.

This corporation shall not make any investments that would subject it to tax under Section 4944 of the Code or the corresponding provision of any successor federal tax laws.

This corporation shall not make any taxable expenditures, as defined in Section 4945 of the Code or the corresponding provision of any successor federal tax laws.

This corporation shall not carry on any activities not permitted to be carried on by an organization that is exempt from federal income taxation under Section 501(a) and



described in Section 501(c)(3) of the Code or the corresponding provisions of any successor federal tax laws.

**ARTICLE VI  
STRUCTURE OF THE CORPORATION**

This corporation is organized on a non-stock basis.  
This corporation shall not be a membership corporation.

**ARTICLE VII  
DIRECTORS**

The corporate powers and management of this corporation shall be vested in and exercised by a board of directors consisting of not fewer than three (3) or more than fifteen (15) directors. The number of directors may be increased only by the affirmative vote of a majority of the total voting power of the Board of Directors. The Board of Directors shall always include one parent of a child enrolled in the French Program and one parent of a child enrolled in the Montessori Program. The Corporation may also have one or more advisory directors. The advisory directors shall not have or exercise voting powers, but instead shall serve in an advisory capacity only.

All directors of the corporation shall be elected by plurality vote of the board, with the exception of the one French and one Montessori parent, who shall be elected by a majority of the Friends of Audubon PTO French parents and Montessori parents respectively at a general PTO meeting.

The names and addresses of the initial directors are:

Charly Borenstein-Regueira  
2724 Bell Street  
New Orleans, Louisiana 70119

Alisa Dupre  
3721 Red Cypress Dr.  
New Orleans, Louisiana 70131

Chachie Dupuy  
527 Fern Street  
New Orleans, Louisiana 70118

Pierre Lebovics  
Consul General of New Orleans  
French Consulate  
1340 Poydras Street Suite 1710  
New Orleans, LA 70112

Jill Otis  
418 Calhoun Street

New Orleans, Louisiana 70118

Barbara Ricks  
15070 Bruhl Road  
Folsom, Louisiana 70437

Ashton Ryan  
210 Baronne Street  
New Orleans, LA 70112

Joyous Van Buskirk  
1137 Ninth Street  
New Orleans, Louisiana 70115

Carlos Luis Zervigon  
8424 Zimpel Street  
New Orleans, 70118

The original directors shall hold office through December, 2006 and until their successors are chosen and have qualified. Thereafter, directors shall hold office for a term of one year and until their successors are chosen and have qualified.

The board of directors is vested with the broadest permissible authority and discretion in connection with the administration of funds or other assets of this corporation, provided that the directors shall exercise their authority in a manner consistent with the exempt purposes of this corporation. For example, the board of directors may authorize the corporation to borrow money, purchase immovable property, or sell, lease, encumber or otherwise alienate any of its immovable property.

The board of directors, by the affirmative vote of a majority of the full board, may make, alter and annul by-laws, rules and regulations for the government of the affairs of this corporation.

No director or officer shall be personally liable to this corporation or its members for monetary damages for breach of fiduciary duty as a director or officer, provided that this Article does not eliminate or limit the liability of a director or officer (1) for any breach of the director's or officer's duty of loyalty to this corporation or its members, (2) for acts or omissions not in good faith or that involve intentional misconduct or a knowing violation of law, (3) for liability under Louisiana Revised Statutes Sections 92(D), 226(D) or (4) for any transaction from which the director or officer derived an improper personal benefit.

**ARTICLE VIII  
OFFICERS**

The officers of this corporation shall consist of a President, Vice-President, Treasurer, Secretary, the Principal, and any other officers that the board of directors from time to time may appoint. The officers shall be elected by and hold office at the pleasure of the board of directors.

**ARTICLE IX  
REGISTERED AGENT**

The full name and municipal address of the corporation's registered agent are:

Amber W. Howell  
7733 Maple Street  
New Orleans, Louisiana 70118

**ARTICLE X  
INCORPORATOR**

The name and address of the incorporator who has subscribed to these Articles of Incorporation are:

Sarah L. Ottinger  
2660 LePage Street  
New Orleans, Louisiana 70119

**ARTICLE XI  
LIMITED LIABILITY**

No director, or officer of this corporation shall be held financially liable or responsible for any obligation of this corporation, nor shall any mere informality in organization render these Articles of Incorporation null or expose the directors, or officers to any liability. No director or officer shall be personally liable to this corporation or its shareholders for monetary damages for breach of fiduciary duty as a director or officer, except to the extent that, as a matter of law, such liability may not be limited or eliminated by express provision contained in these Articles of Incorporation.

**ARTICLE XII  
INDEMNIFICATION**

Subject to the provisions of Article V of these Articles of Incorporation, this corporation shall indemnify any person who was or is a party or is threatened to be made a party to any action, suit, or proceeding, whether civil, criminal, administrative, or investigative (including, but not limited to, any action by or in the right of the corporation) by reason of the fact that he or she is or was a director or officer of the corporation, or is or was serving at the request of the corporation as a director, officer, employee, or agent of another business, foreign, or nonprofit corporation, partnership, joint venture, or other entity, to the fullest extent permitted by Section 227 of the Louisiana Nonprofit Corporation Law, as amended, or any other applicable provision of law; provided, however, that this obligation to provide indemnification shall not apply to any action brought by or in the right of the corporation if the officer or director is found liable to the corporation in such action.

**ARTICLE XIII  
FEDERAL TAX IDENTIFICATION NUMBER**

The corporation's federal tax identification number is: 203694026.

**ARTICLE XIV  
DISSOLUTION**

Upon the dissolution of this corporation, its assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Code, or the corresponding provision of any successor federal tax laws, or shall be distributed to the federal, state or local government exclusively for public purposes. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the parish in which the principal office of the corporation is then located, exclusively for such purposes.

**ARTICLE XV  
AMENDMENTS**

The Secretary of the Corporation, upon the written concurrence of legal counsel for the Corporation, is empowered to amend these Articles of Incorporation solely for purpose of having them conform to the requirements of the Internal Revenue Service governing tax exempt corporations and contributions which are tax deductible. In all other instances, where not proscribed by law and provided that such amendments would not deprive the Corporation of its nonprofit status, these Articles of Incorporation may be amended by the affirmative vote of not less than two-thirds of the total voting power of the board.

**ARTICLE XVI  
SEVERABILITY**

Each provision of these Articles of Incorporation shall be severable from all other provisions. If a provision of this instrument shall be determined to be invalid or ineffective for any reason, that determination shall not invalidate the remaining provisions, each of which shall continue in full force and effect.

IN WITNESS WHEREOF, the incorporator has signed and acknowledged these Articles of Incorporation on this \_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_  
Sarah L. Ottinger

ACKNOWLEDGMENT

On this \_\_\_\_\_ day of October, 2005, before me, the undersigned authority, a notary public duly commissioned and qualified within and for the Parish and State aforesaid, and in the presence of the undersigned competent witnesses, personally came and appeared:

Sarah L. Ottinger

known to me to be the incorporator described herein and who executed the foregoing instrument, and who, being by me first duly sworn, stated that she has read the above and foregoing Articles of Incorporation and acknowledged that she executed same as her free act and deed.

WITNESSES:

\_\_\_\_\_  
Print Name:

\_\_\_\_\_  
Print Name:

\_\_\_\_\_  
Notary Public

My commission is issued for life.

**AFFIDAVIT OF ACCEPTANCE OF APPOINTMENT  
BY DESIGNATED REGISTERED AGENT**

**STATE OF NEW YORK**

**COUNTY OF WESTCHESTER**

On this \_\_\_\_ day of October, 2005, before me, a Notary Public in and for the State and County aforesaid, personally came and appeared:

Amber W. Howell

who is to me known to be the person, and who, being duly sworn, acknowledged to me that she does hereby accept the appointment as Registered Agent of French and Montessori Education Incorporated, which is a Nonprofit Corporation authorized to transact business in the State of Louisiana pursuant to the provisions of the Title 12, Chapter 2.

\_\_\_\_\_  
Subscribed and sworn to before me on the day, month, and year first above set forth.

\_\_\_\_\_  
Notary Public

**Certificate of Incorporation**

**BY-LAWS**

OF  
FRENCH AND MONTESSORI EDUCATION INCORPORATED

ARTICLE I  
ARTICLES OF INCORPORATION

The Name, Purposes, Limitations, Duration, and Board of Directors of French and Montessori Education Incorporated sometimes hereinafter referred to "the Corporation," are stated in its Articles of Incorporation.

ARTICLE II  
OFFICES

(1) Principal Office. The principal office of the French and Montessori Education Incorporated shall be located in New Orleans, LA.

(2) Other Offices. The Corporation may have such additional offices within the State of Louisiana as the Board of Directors may establish.

ARTICLE III  
STRUCTURE

(1) Members. The Corporation shall not be a membership organization, and shall have no members.

(2) Stock. The Corporation shall be organized on a non-stock basis.

ARTICLE IV  
DIRECTORS

(1) General Powers. Subject to the limitations contained within the provision of the Louisiana Non-Profit Corporation law (R.S. 12:201 et seq.), the Articles of Incorporation, these By Laws, and all policies established by the Corporation's Board of Directors, the Board of Directors shall set the policies of the Corporation, shall supervise, manage, and control the affairs and activities of the Corporation, and may adopt positions on issues of substance related to the purposes of the Corporation. All powers of this Corporation shall be exercised by, or under the authority of, the Board of Directors. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the Board of Directors shall have the following powers, to wit:

First -- To select and remove the Principal and Secretary of this Corporation, to prescribe such powers and duties for them as may not be inconsistent with the Louisiana Non-profit Corporation law, the Articles of Incorporation, or these By Laws, and to employ, discharge, and fix the compensation of, other Corporation personnel.

Second -- To conduct, manage, control and establish policies concerning the affairs and business of the Corporation; to determine on an annual or other basis the substantive areas in which the Corporation's activities are to be concentrated; to establish on an annual or other basis the



priorities of the Corporation; and to oversee generally the implementation of the Corporation's program.

Third -- To borrow money and incur indebtedness for the purpose of the Corporation, and to cause to be executed and delivered therefor, in the name of the Corporation, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, or other evidences of debt and securities therefor.

Among the policies to be set by the Board shall be policies prescribing the obligations of Board members with respect to fundraising and financial contributions, attendance at Board meetings, and commitment of time and effort to the affairs of the Corporation.

(2) Number and Qualification of Directors. The authorized number of Directors, to be set by the Board of Directors, shall be no less than three (3), and no greater than fifteen (15). The Board of Directors shall at all times include one French Program Parent Representative Director and one Montessori Program Parent Representative Director. The Corporation may also have one or more advisory Directors who shall have no voting power or authority but shall serve in an advisory capacity only.

(3) Election and Term of Office. The terms of the initial Board of Directors, who are also the incorporators of the Corporation, shall expire on December 31, 2006 with the election and qualification of their successors. With the exception of Parent Representative Directors, Successor Directors shall be elected for a one-year term by majority vote of those presently serving as Directors at an annual, regular, or special meeting of the Board called for that purpose. The French Program Parent Representative Director and Montessori Program Parent Representative Director shall be elected by a majority of French Program attendees and Montessori Program attendees respectively at a PTO General Meeting called for that purpose. Directors may serve consecutive terms.

(4) Vacancies. Any vacancies occurring in the Board of Directors shall be filled by the majority vote of the Directors then in office at an annual, regular, or special meeting called for that purpose unless the vacancy occurs in a Parent Representative Director position, in which case the French or Montessori Program Parent Representative Director vacancy shall be filled by a majority vote of the respective program at a PTO General Meeting called for that purpose. A Director elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office. A Director elected to fill a vacancy resulting from an increase in the number of Directors shall serve until the next annual meeting of the Board of Directors.

(5) Resignation and Removal. Any Director may resign at any time by notifying the Chairperson or Secretary in writing. Such resignation shall take effect on the date of receipt of such notice or at any other time therein specified, and, unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective. After reasonable notice and an opportunity to respond, a Director may be removed at any time, for cause, by a vote of two-thirds (2/3) of the Board of Directors then serving if in their judgment the best interests of the Corporation would be served.

(6) Compensation. Directors shall not receive any salaries or fees for their services as Directors, provided, however, that, to the extent permitted by law, nothing herein contained shall be construed to preclude any Director from serving the Corporation in any other capacity and receiving compensation therefor or from being reimbursed for ordinary and necessary expenses that he or she may incur in transacting business on behalf of the Corporation.

(7) Indemnification of Directors. To the fullest extent permitted by law, the Corporation shall indemnify its Directors and Officers, or former Directors and Officers, against judgments and fines (whether civil, criminal, administrative, or investigative) and amounts paid in settlement, costs, and expenses (including reasonable attorneys' fees) actually and necessarily incurred by him or her in connection with the defense of any pending or threatened action, suit, or proceeding in which he or she is or may be made a party by reason of having been such Director or Officer, or acts or omissions committed within the scope of activity as a Director or Officer, provided that the Board of Directors determines that the person or persons to be indemnified reasonably believed that he or she

was acting in the best interests of the Corporation, and did not act willfully, with gross negligence, or with fraudulent or criminal intent.

## ARTICLE V OFFICERS OF THE BOARD

(1) Officers. The Officers of the Corporation shall be a Chairperson, Vice Chairperson, Secretary, Treasurer, and Principal. The Corporation may also have, at the discretion of the Board of Directors, such other Officers as may be appointed by the Board of Directors. .

(2) Election. The Officers shall be elected annually by the Board of Directors and each shall hold office until he or she resigns, is removed, or otherwise is disqualified to serve, or until his or her successor is elected. Officers may serve more than one term. Vacancies (due to removal, resignation, disqualification, death, or otherwise) may be filled for the unexpired portion of the term, or new offices created and filled, at any meeting of the Board of Directors, by majority vote of the Board of Directors.

(3) Resignation and Removal. Any Officer may resign his or her office at any time by notifying the Chairperson or Secretary in writing. Such resignation shall take effect on the date of receipt of such notice or at any other time therein specified, and, unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective. Officers may be removed at any time, for cause, by a vote of two-thirds (2/3) of the Board of Directors then serving if in their judgment the best interests of the Corporation would be served thereby.

(4) Chairperson. The Chairperson shall, if present, preside at all meetings of the Board and of the Executive Committee and shall exercise and perform such other powers and duties as may be assigned to him or her from time to time by the Board or prescribed by these By-Laws.

(6) Secretary. The Secretary shall keep on behalf of the Corporation a book of minutes of all meetings of the Board of Directors, and the Executive Committee and any committees having the authority of the Board of Directors, with the time and place of holding, how called or authorized, the notice thereof given, the names of those present, and the proceedings thereof. The Secretary shall also see that all notices are duly given in accordance with these By Laws or as required by law. The Secretary may direct that the foregoing responsibilities be carried out by a qualified member of the staff of the Corporation. The Secretary shall be the custodian of the corporate records of the Corporation, and, in general, shall perform all duties incident to the office of Secretary and such other duties as may from time to time be assigned by the Board of Directors or the Principal.

## ARTICLE VI COMMITTEES OF THE BOARD

(1) Executive Committee. There may be an Executive Committee of the Board of Directors composed of all Officers, and such other Directors as shall be elected to the Executive Committee by majority vote of the Board of Directors. Meetings of the Executive Committee may be called by the Principal, by any two members of the Executive Committee, or by the Board of Directors upon written notice to the members of the committee of the time, place and purpose of such meeting. Subject to any limitation

imposed by law, the Articles of Incorporation or by resolution of the Board of Directors, the Executive Committee is empowered to authorize the initiation of any action or activity by the Corporation, or interpret and communicate the position of the Corporation on issues related to the Corporation's purposes and activities, where in its judgment an urgent situation exists which requires prompt action on the part of the Corporation. The Executive Committee also may conduct other business of the Corporation requiring urgent attention, provided that it does not take any action contrary to any policy adopted by the Board.

(2) Other Board Committees. In addition to the Executive Committee that is established by these By Laws, the Board of Directors may create and organize itself, and to include persons who are not Directors, into various other committees in order to better fulfill its responsibilities. Any such committee shall not be authorized to act on behalf of the Corporation, but shall serve solely in an advisory capacity in making such recommendations to the Board of Directors as it concludes are desirable or expedient.

## ARTICLE VII MEETINGS OF THE BOARD

(1) Annual Meetings. There shall be an annual meeting of the Board of Directors at such time and place as the Board shall determine at the final regular meeting of the year. Notice shall be sent by the Secretary at least fourteen [14] days prior thereto to each Director, either by mail or by telecopy, directed to his or her address or telecopy number, as shown upon the records of the Corporation.

[Note: At its November 5, 2005 Board meeting, Fame, Inc. unanimously voted to suspend Article VII, Sections 2-4 of the By-Laws until March 1, 2006 and in their place to apply the following provisions:

“Notice of all FAME, Inc. Board meetings and the agenda for the meetings shall be posted to the public via the Rare Bird listserve and on the Audubon Charter School website at least 24 hours prior to the meeting. Board members are required to submit agenda items to the Board Secretary at least two (2) days prior to public posting of the meeting and agenda. All members of the Board shall receive a copy of agenda items via mail or electronic transfer at least one (1) day before the scheduled meeting.”]

(2) Regular Meetings. The Board of Directors shall meet quarterly at such time as shall be determined by the Board. The Secretary shall send notice by mail to all Directors at least twenty one [21] days in advance, including therein a request for motions and issues on the agenda as well as a self-addressed envelope. All Directors shall then be entitled to submit by motion those issues that he or she wishes the Board to Address at the upcoming meeting. They must be placed in the mail at least fourteen [14] days before the scheduled meeting. Those motions submitted shall form the agenda of the meeting, a copy of which the Secretary shall send to all Directors seven [7] days beforehand, either by mail, telecopy, or personal delivery. Issues outside of this agenda may not be raised at the meeting, except upon a approval of two-thirds vote of Directors present at the meeting. At any meeting, any Director may move for new issues to be immediately placed on the agenda for the next meeting.

(3) Special Meetings. Special meetings of the board of Directors for any purpose may be called at any time by the Chairperson or by any three members of the Executive Committee, or by any group of Directors comprising at least one-third [1/3] of the Board of Directors then serving. The person or persons calling a meeting shall submit a written motion to the Secretary by mail or telecopy at least fourteen (14) days before the desired meeting. These motions shall set forth the purpose of the meeting, as well as the time and place. The Secretary shall then send notice of the meeting to all Directors at least seven days prior thereto. The Directors in attendance may raise new issues at the meeting.

(4) Committee Meetings. Written notice of the time and place of all Committee meetings shall be given to each member or sent to each either personally or by mail, addressed to his or her address as it is shown upon the records of the Corporation, or by mail, addressed to his or her address as it is shown upon the records of the Corporation. In case such notice is mailed it shall be deposited in the United States mail at least ten [10] days prior to the time of the holding of the meeting. In case such notice is given by telecopy or facsimile, such notice shall be transmitted at least five [5] days prior to the time of the holding of the meeting.

(5) Waiver of Notice. Any Director may waive notice of any meeting. The attendance of any Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened. The transactions of any meeting of the Board of Directors, or of the Executive Committee or any other committee of the Board, however called and noticed or wherever held, shall be deemed valid as though a meeting had been duly noticed and held if, before or after the meeting, Directors who are not present sign a written waiver of notice or a consent to holding such meeting, or an approval of the minutes thereof. All such waivers, consents, or approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

(6) Quorum. Not less than one-half (1/2) of the Directors currently serving, shall be necessary to constitute a quorum for the transaction of business at any meeting of the Board of Directors, and not less than one-half (1/2) of the Directors presently serving on the Executive Committee or any other committee shall be necessary to constitute a quorum for the transaction of business at any such committee meeting, but in no event shall a quorum consist of fewer than three Directors. Any or all Directors may participate in any meeting of the Board of Directors, the Executive Committee, or any other committee of the Board by means of a telephone conference by which all persons are able to hear one another as well as by proxy, and such participation shall constitute presence in person at the meeting.

(7) Manner of Acting. Every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors, or of the Executive Committee or other committee of the Board (if the act or decision is done or made by committee), except where these By Laws require decisions by a majority or more of the Directors presently serving.

(8) Notice to Public. Notice of board and committee meetings shall be provided to the public as set forth in Louisiana Revised Statutes 42:4, *et seq.*

(9) Adjourned Meetings and Notices thereof. Any Meetings of the Board of Directors, annual, regular, or special, or of the Executive Committee or any other

committee of the Board, whether or not a quorum is present, may be adjourned by majority vote of the Directors present, but in the absence of a quorum no other business may be transacted at such meeting. When any meeting of the Board of Directors, annual, regular, or special, or of the executive Committee or any other committee of the Board, is adjourned for thirty days or more, notice of the adjourned meeting shall be given as in the case of an original meeting, except it shall not be necessary to give any notice of an adjournment or of the business to be transacted at an adjourned meeting other than by announcement at the meeting at which such adjournment is taken.

(10) Notice of Adjournment. Notice of the time and place of the holding of an adjourned meeting shall, if feasible, be given to absent Directors if the time and place is fixed at the meeting adjourned.

### ARTICLE VIII MISCELLANEOUS

(1) Tax Returns and Financial Statements. The Corporation shall file timely its annual federal income tax as required by the tax regulations and instructions.

(2) Execution of Documents. The Board of Directors may authorize any officer or officers, agent or agents to enter into any contract or execute any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or other person shall have any power or authority to bind the Corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or to any amount.

(3) Inspection of by Laws. The Corporation shall keep in its principal office the original or a copy of these By Laws, as amended or otherwise altered to date, certified by the Secretary, which shall be open to inspection by the Board of Directors at all reasonable times during office hours.

(4) Fiscal Year. The fiscal year of the Corporation shall begin on the first day of January and end on the last day of December unless otherwise determined by the Board of Directors.

(5) Accountant. The Corporation shall have the right to have an accountant.

### ARTICLE IX ARTICLES OF INCORPORATION AND BY LAWS

(1) Alteration, Amendment, or Repeal. The Articles of Incorporation or these By Laws may be altered, amended, or repealed by the vote of a two-thirds majority of the Directors of the Corporation presently serving.

ADOPTED this \_\_\_\_\_ day of \_\_\_\_\_, 2005. I certify that the foregoing By Laws of French and Montessori Education, Inc. were approved and adopted by and on behalf of the Corporation by its Board of Directors on \_\_\_\_\_, 2005, and are currently in effect.

Date: \_\_\_\_\_, 2005

\_\_\_\_\_  
Secretary



ACKNOWLEDGMENT

STATE OF LOUISIANA

PARISH OF \_\_\_\_\_

BEFORE ME, the undersigned authority, personally came and appeared:

\_\_\_\_\_

who, after being duly sworn by me, Notary Public, did depose and say that he/she is the same person described in the foregoing instrument who executed the same and acknowledges that he/she executed said instrument as his/her own free and voluntary act and deed.

\_\_\_\_\_, Louisiana, this \_\_\_\_\_ day of

\_\_\_\_\_, 2005.

WITNESSES:

\_\_\_\_\_

Print Name: \_\_\_\_\_

\_\_\_\_\_

Print Name: \_\_\_\_\_

\_\_\_\_\_  
NOTARY PUBLIC

Parish of \_\_\_\_\_, State of Louisiana

Name of Notary: \_\_\_\_\_

La. Bar No./Commission No. \_\_\_\_\_

My Commission expires: \_\_\_\_\_



**AFFIDAVIT OF ACCEPTANCE OF APPOINTMENT  
BY DESIGNATED REGISTERED AGENT  
ACT 769 OF 1987**

\*\*\*\*\*

To the State Corporation Department  
State of Louisiana

**STATE OF LOUISIANA**  
**PARISH OF \_\_\_\_\_**

On this \_\_\_\_\_ day of \_\_\_\_\_, 2005, before me, a Notary Public in and for the State and Parish aforesaid, personally came and appeared:

\_\_\_\_\_;

who is to me known to be the person, and who, being duly sworn, acknowledged to me that he does hereby accept appointment as the Registered Agent of French and Montessori Education Incorporated, which is a Corporation authorized to transact business in the State of Louisiana pursuant to the provisions of the title 12, Chapter 1, 2 and 3.

WITNESSES:

\_\_\_\_\_

Print Name: \_\_\_\_\_

\_\_\_\_\_

Print Name: \_\_\_\_\_

\_\_\_\_\_  
NOTARY PUBLIC

Parish of \_\_\_\_\_, State of Louisiana

Name of Notary: \_\_\_\_\_

La. Bar No./Commission No. \_\_\_\_\_

My Commission expires: \_\_\_\_\_

26. (a) Provide a copy of the non-profit corporation's most recent audit report. If an audit report is not available, provide an unaudited statement of financial position, an unaudited statement of activities, and an unaudited statement of cash flows. The unaudited financial statements must include a notarized statement signed by the president of the board of directors attesting to the accuracy and completeness of the information provided.

26. (b) Provide a credit report of the non-profit corporation. If a credit report is not available, provide a statement that explains why a credit report was not available as the attachment.

26. (c) Provide a copy of the most recently filed Internal Revenue Service Form 990. If a Form 990 is not available, provide a statement that explains why a Form 990 was not available as the attachment.

26. French and Montessori Education, Inc. made its organizational status formal in October, 2005, by way of filing its Articles of Incorporation with the Louisiana Secretary of State's office. The Friends of Audubon PTO, however, does have these documents.

#### ATTACHMENT 27

27. Respond to the following in reference to the non-profit corporation applicant.

- Describe the purpose for which the non-profit corporation was established.
- Describe the activities in which the non-profit corporation has been engaged in the past and in which it is currently engaged.
- Disclose whether the non-profit corporation or any entity that is affiliated with the non-profit corporation is a religious organization, is affiliated with any religious organization, or engages in any activities with a religious purpose.
- Discuss any liens, litigation history, and/or any sanctions from any local, state and/or federal regulatory agency against the non-profit corporation. For the purposes of this application, "litigation" includes civil suits, bankruptcy proceedings, and any administrative process in which an agency of the federal, state or local government has taken adverse licensing or disciplinary action in which the non-profit corporation has been involved.
- Describe the initial incorporators of the non-profit corporation, including the individuals' names and their professional backgrounds.
- Discuss any plans for further recruitment of founders or organizers of the school.
- Describe the purpose for which the non-profit corporation was established.  
French and Montessori Education, Inc. is organized and shall be operated exclusively for charitable and/or educational purposes. By way of illustration but not limitation, this corporation is created to:
  - (a) Organize, govern, operate, and raise funds for one or more charter schools;
  - (b) To undertake any activities that support and/or advance the organization, governance and operation of such schools;

- (c) To improve student learning;
- (d) To increase learning opportunities for all students;
- (e) To encourage use of innovative teaching methods and a variety of governance, management and administrative structures;
- (f) To be more thoroughly accountable for educational results; and
- (g) To create new professional opportunities for teachers and other school employees.

- **Describe the activities in which the non-profit corporation has been engaged in the past and in which it is currently engaged.**

French and Montessori Education, Inc. has been engaged in the planning and development of this proposal for Audubon Charter School.

- **Disclose whether the non-profit corporation or any entity that is affiliated with the non-profit corporation is a religious organization, is affiliated with any religious organization, or engages in any activities with a religious purpose.**

French and Montessori Education, Inc. is not a religious organization, is not affiliated with any religious organization, and it does not engage in any activities with a religious purpose. In addition, there is not an entity affiliated with the non-profit corporation that is a religious organization, affiliated with any religious organization, or engaged in any activities with a religious purpose.

- **Discuss any liens, litigation history, and/or any sanctions from any local, state, and/or federal regulatory agency against the non-profit corporation. For the purposes of this application, "litigation" includes civil suits, bankruptcy proceedings, and any administrative process in which an agency of the federal, state or local government has taken adverse licensing or disciplinary action in which the non-profit corporation has been involved.**

There are no liens, litigation history, or sanctions from any regulatory agencies against French and Montessori Education, Inc.

- **Describe the initial incorporators of the non-profit corporation, including the individuals' names and their professional backgrounds.**

The initial incorporators are all associated with Audubon School and have demonstrated leadership in the growth and development of our community and school over the years. They are:

**Charly Borenstein-Regueira** is a previous AMS/L'ecole PTO President and parent of Halley, who attended AMS/L'ecole, the School of Math and Sciences, and NOCCA prior to commencing Antioch College this year. Charly, a New Orleans Public School drop-out who went on to earn her BA from Tulane University, graduating second in her class, has a very personal appreciation of the necessity of inspiring, quality public education. She is a Certified Professional Life Coach, Life Coach Trainer, NLP Practitioner, and former Director of Training of the Transformational Life Coaching Center. Since 1990 she has owned and operated a commercial real estate company valued at 4.8 million dollars. Charly was the Founding Director of the Orleans Parish

Juvenile Drug Court. She lives in New Orleans, with her husband, where she is enjoying a thriving individual life coaching practice and works as a Life Coach Trainer.

**Alisa Dupre** was born and raised in New Orleans. She attended Xavier Prep High School and the University of New Orleans. She has 2 children, one currently an Audubon Student and one a former Audubon student. Alisa has worked in the Hospitality Industry for the past 20 years. She is currently Sales Manager at the Omni Royal Orleans Hotel and co-owner, with her husband, of Blair Dupre Painting & Decorating.

**Chachie Dupuy**, a native New Orleanian and eighth generation Creole, graduated from Antioch College in Washington, DC with a degree in Organizational and Interpersonal Communications. She has extensive experience working in television news and the Motion Picture industry. She is the author of "Chachie's New Orleans Home Cooking," published by MacMillan. In 2001, Chachie adopted her two sons from Ukraine who have proudly attended AMS/L'ecole. As an Audubon parent, Chachie has served on several PTO committees and has provided organizational development for parents of the French Program. For the past 15 years Chachie has been a real estate broker, first in Santa Fe and now specializes in residential properties in New Orleans historic areas.

**Pierre Lebovics** is the French Consul General representing the French Government in the City of New Orleans. He has a strong commitment to the French Program at Audubon School and has demonstrated his support for the program through financial assistance from his government and the placement of French teachers from his country. Pierre brings a history rich in enthusiasm and energy to public education through his involvement with Audubon School.

**Jill Otis** has a Master's Degree plus 30 hours in education. She is a certified Louisiana teacher and school administrator. She received training at Tulane University from the American Montessori Society to teach ages 6-9. Jill co-founded Audubon Montessori School. Her interest in the French language led her to develop the French program which was added to the school in 1986. She served as the first principal for Audubon School from 1983-2004.

**Barbara Ricks** holds a Master's Degree in Counseling, a plus 30 in student services and is a retired, certified teacher. Prior to her retirement from the Orleans Parish Public School System, she rebuilt the Partnerships in Education Program as its coordinator and raised millions of dollars for the school system matching businesses across New Orleans with Orleans Parish Public Schools in a joint partnership. Barbara was a lobbyist representing the United Teacher of New Orleans in the Louisiana Legislature, was a President of the Orleans Schools Counseling Association and served on the Executive Board of the United Teachers of New Orleans.

**Ashton Ryan** is President/CEO of the newly forming First Bank and Trust, and has been an active participant in the New Orleans financial community for many years.

Hew as a Certified Public Accountant and partner in the Arthur Anderson Firm for twenty-years, and President/CEO for First NBC for ten-years, and for the original First Bank and Trust for five-years.

**Joyous Van Buskirk** holds a Master's Degree plus forty-five hours in education. She is a retired, certified teacher having Montessori certification in 6-9 years, a Louisiana administrative credential and is a co-founder of Audubon Montessori School. She was the first Legislative Director and Chief Lobbyist for the Louisiana Federation of Teachers for 16 years lobbying the U.S. Congress and Louisiana Legislature. Joyous has served on numerous boards including the Southern University Board of Supervisors, the Children's Council of New Orleans, the YWCA, United Teachers of New Orleans and Victims/Citizens Against Crime.

**Carlos Luis Zervigón** is a native New Orleanian and is a graduate of McMain Secondary School and Tulane University where he earned his teaching certification. Carlos taught social studies at Benjamin Franklin High School for six years while earning his masters in history at UNO. He has been a member of the Board of Trustees of the NOCCA Institute for the past five years and a member of the Board of Trustees of the RosaMary foundation for the past seven years. His three oldest children attended Audubon starting in 1994. His sons Eli and Carlos are current Audubon students. Carlos has been an active volunteer at Audubon and has served on the Admissions Committee and the Principal Search Committee.

- **Discuss any plans for further recruitment of founders or organizers of the school.** If French and Montessori Education, Inc. receives approval of the Audubon Charter School proposal, then additional members of the Board of Directors may be added.

#### ATTACHMENT 28

**28. Attach the charter school's non-profit corporation's "qualifications for service" that have been established to determine eligibility to serve on the school's board of directors.**

28. The qualifications that are used to recruit members of the board of directors are:

- A person who has demonstrated leadership capabilities and is respected in the community;
- A person with demonstrated experience in or demonstrated commitment to K-12 education;
- A person who is knowledgeable of or has demonstrated interest in the school's program;
- A person who is knowledgeable of or has demonstrated interest in the charter school development program;
- A person who is committed to the mission of the school and who shares the educational philosophy upon which the school is founded;

- A person who possesses key skills, knowledge, and other assets that are vital to the organization's ability to effectively govern a charter school such as legal, financial, educational, risk management, human resource management, etc;
- A person with experience in serving on a non-profit board;
- A person who has had a child or a relative attend the charter school;
- A person who has some first-hand experience with the school's programs;
- A person who has the necessary time and other resources to serve as an effective board member.

Even though a particular racial make-up of the French and Montessori Education, Inc. board is not specified here, the board will be ethnically diverse to reflect the diversity of the student body it serves.

#### ATTACHMENT 29

**29. List the proposed members of the board of directors for the charter school, indicating any ex-officio members and any vacant positions expected to be filled. Each proposed member who is named must complete the "Biographical Affidavit" and the "Request for Information from Prospective Charter School Board Members" contained in the Appendix (unknown) to the Application Kit.**

29. The following are the biographical affidavits for the Audubon Charter School board members:

PUT BOARD MEMBER "BIO AFFIDAVITS" IN HERE

#### ATTACHMENT 30(A)

**30. (a) Attach a description of the responsibilities and obligations of the charter school board of directors and officers of that board.**

- Hire and set annual goals for the Principal's performance, including a formal evaluation.
- Provide support for the administrative team as they work to achieve the goals established for the school.
- Attend regular meetings of the charter school board, which are approximately two hours in duration. The board will meet at least eight (8) times per year. Be accessible for personal contact in between board meetings.
- Provide leadership to Board committees. Each Board Director is expected to serve as an active, ongoing member of at least one committee. This requires a number of meetings per year plus individual time to complete committee tasks.
- Commit time to developing financial resources for the Audubon Charter School. This includes making a personally meaningful financial gift (if able) as well as supporting other fund development activities of the charter school in a manner appropriate for board directors.
- Responsibly review and act upon committee recommendations brought to the board for action.

- Prepare in advance for decision-making and policy formation at board meetings; take responsibility for self-education on the major issues before the board.
- Participate in the annual Board Director self-review process
- Participate in the annual board development and planning retreat.
- In general, use personal and professional skills, relationships, and knowledge for the advancement of the charter school.
- Place the charter school's purposes and interests above his/her own professional and personal interests when making decisions as a board member.

**ATTACHMENT 30(B)**

**30. (b) Provide a signed assurance from each member of the non-profit corporation board of directors indicating that he/she understands that he/she is ultimately responsible for:**

- **Management and administrative practices;**
- **Compliance with generally accepted accounting principles and generally accepted standards of fiscal management;**
- **Financial accounting reporting requirements, including audit requirements;**
- **Student and school performance;**
- **Compliance with special education and Limited English Proficient (LEP) program requirements;**
- **Compliance with state and federal grant programs, including all reporting requirements;**
- **All BESE and Department of Education reporting requirements, including student count reporting;**
- **Reporting annual school and student performance to students, parents and the public;**
- **Compliance with all applicable state and federal law, rules and regulations; and**
- **Compliance with all terms of the charter agreement.**

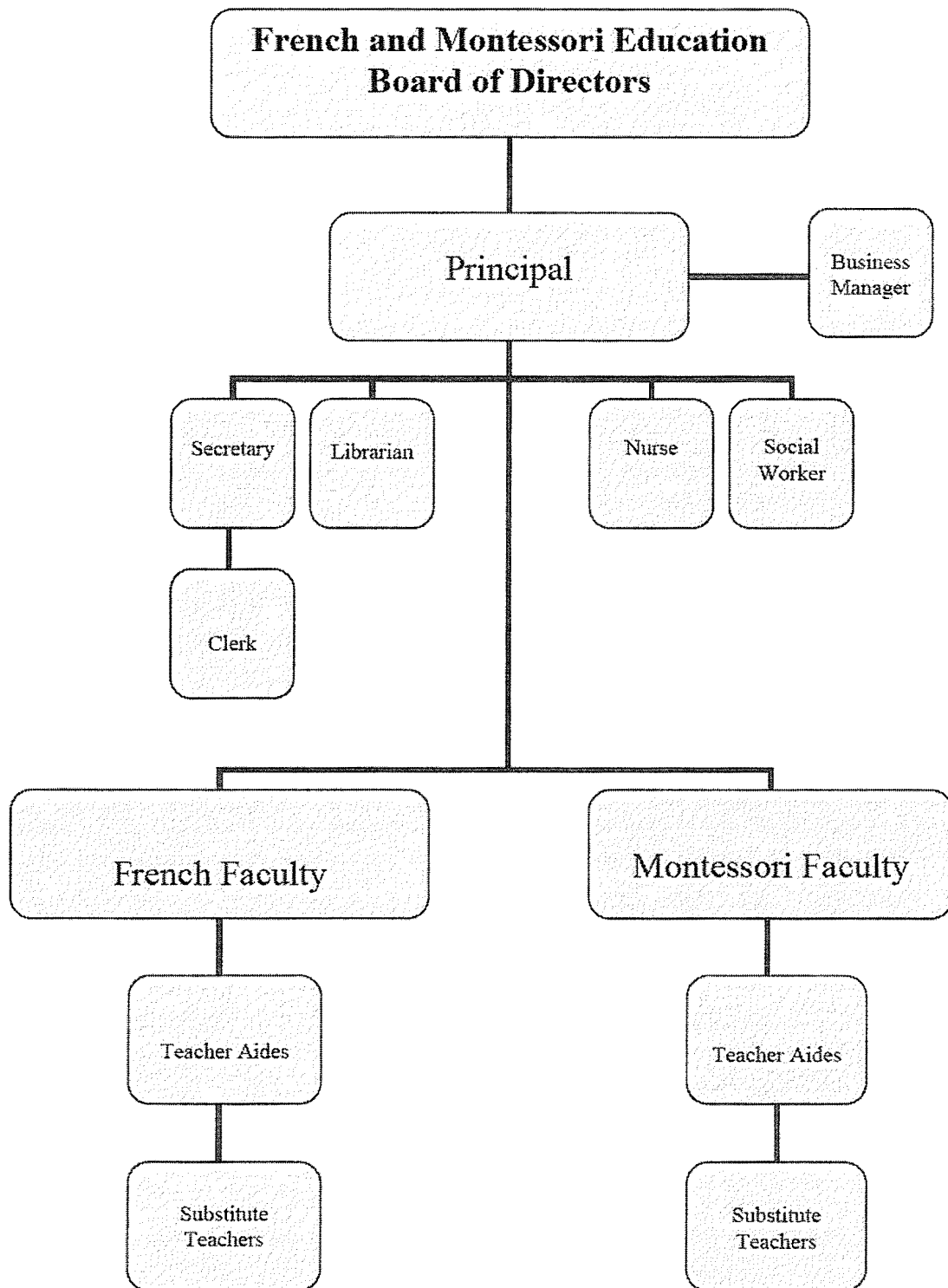
30(b). The following are the signed and notarized forms from each founding director.

PUT BOARD MEMBER "ASSURANCE PAGES" IN HERE

**ATTACHMENT 31**

**31. Provide an organizational chart for the school and a narrative explanation of the chart. The materials supplied should indicate clearly the reporting structure of staff to the board of trustees and staff to the school director(s). If the charter school would contract with a company for management services, explain that company's role in the organizational structure of the school.**

31. The following is the proposed organizational chart for Audubon Charter School and the Responsibility chart for Board and Administration.





Responsibility	Board of Directors	Principal
A. Legal	<ul style="list-style-type: none"> <li>• Exercises fiduciary role to ensure that the charter school is properly managed. The board should have a mechanism to validate information from the president/CEO</li> <li>• Maintains legal status; insures the proper paperwork is submitted to governmental agencies.</li> <li>• Reviews financial and business dealings and exercises proper judgment in self-dealing transactions--avoidance of conflicts of interest.</li> </ul>	<ol style="list-style-type: none"> <li>1. Provides information to the board, which demonstrates the fiduciary condition of the school to ensure that the charter school is well managed.</li> <li>2. Compiles information for annual filing requirements</li> <li>3. Notifies the board if a situation is likely to occur with regard to financial and business dealings, which could represent a conflict of interest.</li> </ol>
B. Finance and Accounting	<ul style="list-style-type: none"> <li>▪ Approves annual budget</li> <li>▪ Reviews periodic financial reports such as balance sheet, income statement, and changes in financial position and others made available by the board treasurer and president/CEO.</li> <li>▪ Ensures that proper internal controls are in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepares annual budget with input from staff and finance committee of board of directors</li> <li>• Oversees preparation of periodic financial reports</li> <li>• Implements proper financial controls</li> </ul>
C. Planning	<ol style="list-style-type: none"> <li>1. Establishes mission and vision for the charter school and approves goals and objectives designed to achieve the mission and vision</li> <li>2. Reviews strategic plan and progress toward goal achievement</li> <li>3. Assesses compliance and progress in achieving educational and other outcomes agreed to in the charter contract</li> <li>4. Assesses program evaluation.</li> </ol>	<ol style="list-style-type: none"> <li>4. Provides leadership for and participates in establishing the mission and vision for the charter school.</li> <li>5. Contributes to the vision of the charter school and assists the board in maintaining focus and momentum for achieving the charter school vision and mission.</li> <li>6. Develops specific program goals and objectives which are aligned with the mission and vision of the school and which appropriately meet the needs of the students.</li> <li>7. Provides progress and evaluation reports to as requested by the board of directors</li> </ol>

<b>Responsibility</b>	<b>Board of Directors</b>	<b>Principal</b>
D. Policy	<ul style="list-style-type: none"> <li>• Develop and adopt written policies appropriate to the operation and management of the charter school.</li> <li>• Reviews policies at designated intervals (for example, biannually) to ensure that policies are up to date and appropriate for the operation and management of the charter school.</li> </ul>	<ol style="list-style-type: none"> <li>1. Identifies needs for new school policies and reports these needs to the board either at the designated intervals for policy review or as needed at a regular board meeting.</li> </ol>
E. Personnel	<ol style="list-style-type: none"> <li>1. Sets and reviews personnel policies</li> <li>2. Hires and evaluates performance of president/CEO.</li> </ol>	<ol style="list-style-type: none"> <li>1. Implements personnel policies developed by the board of directors</li> <li>2. Recommends changes in personnel policies to the board</li> <li>3. Hires all personnel and evaluates performance of staff members (or delegates to the appropriate supervisor).</li> </ol>
F. Resource Development	<ol style="list-style-type: none"> <li>1. Establishes and implements a fund development plan which assures the long-range commitment of financial resources for the charter school.</li> <li>2. Assures effective participation of all board members in the plan implementation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Assumes management role for implementing the fund development plan of the board of directors.</li> <li>2. Conducts research and maintains information database for fund development.</li> <li>3. Manages grant development and other funding applications.</li> <li>4. Provides guidance and administrative coordination for fund-raising events.</li> <li>5. Enters into business ventures for the sole purpose of supporting the mission of the charter school if deemed appropriate by the board of directors.</li> </ol>

Responsibility	Board of Directors	Principal
G. Board Accountability	<ol style="list-style-type: none"> <li>1. Establishes and communicates clear expectations of board directorship job description to all members.</li> <li>2. Assures effective participation of the board of directors.</li> <li>3. Conducts annual board of directors' evaluation according to the evaluation plan for the charter school.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provides for or facilitates or leads training and information exchange for members in preparation for selection of board directors.</li> <li>2. Facilitates effective communication among board of directors.</li> <li>3. Participates in the annual board of directors' evaluation as specified in evaluation plan.</li> </ol>
H. Decision-Making	<ol style="list-style-type: none"> <li>1. Defines and communicates the role of the board, and the executive administrator in making decisions according to the decision-making matrix developed jointly by the board and executive administrator</li> <li>2. Assures appropriate involvement of the board of directors in the charter school decision making</li> </ol>	<ol style="list-style-type: none"> <li>1. Makes leadership and management decisions within the parameters as set forth by the board and collaborates both with the other staff of the charter school and the board in some decisions</li> </ol>
I. Community Relations	<ol style="list-style-type: none"> <li>1. Promotes the charter school to parents and the general public, including serving as an emissary of the charter school to the broader community</li> <li>2. Promotes cooperative action with other schools as appropriate including activities and occasions when the charter school should take part in coalitions, shared programs, joint action, etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interprets the mission of the charter school to the community through direct involvement, public relations programs, including personal contact, descriptive program literature, and work with the media; works closely with the board for an effective division of labor.</li> </ol>
J. Contracts	<ol style="list-style-type: none"> <li>1. Approves contracts.</li> </ol>	<ol style="list-style-type: none"> <li>1. Manages contracts.</li> </ol>

## ATTACHMENT 32

32. Attach an internally drafted code of ethics for the charter school which reflects the pertinent provisions in the Code of Governmental Ethics, LA-R.S. 42:1101 et seq, and any additional prohibitions imposed by the board of directors. The code of ethics must include a comprehensive and formal conflict of interest policy with specific procedures for implementing the policy and assuring compliance therewith. The code of ethics and conflict of interest policy must be written to apply to board members, officers, and employees of the school.

French and Montessori Education, Inc.

### Code of Ethics

All French and Montessori Education, Inc. ("Charter School") directors, officers, and employees shall abide by all applicable provisions of Louisiana's Code of Governmental Ethics, Louisiana Revised Statute 42:1101 *et seq.* Therefore, all Charter School directors, officers and employees shall adhere to the following rules:

1. No charter school director, officer or employee shall use the authority of his or her position or office directly or indirectly, in a manner intended to compel or coerce any person or other public servant to provide himself, or any other public servant or other person with anything of economic value.
2. No charter school director, officer, employee or an immediate family member of such director, officer or employee, shall bid on or enter into, or directly or indirectly have any substantial economic interest in, any contract, subcontract, or other transaction that is under the supervision or jurisdiction of the charter school.
3. No charter school director, officer or employee shall receive anything of economic value for the performance of duties and responsibilities of his or her charter school position, other than reimbursement of expenses, compensation and/or benefits from the charter school.
4. No charter school director, officer, or employee shall receive anything of economic value from a person to whom the director, officer, or employee has directed business of the charter school.
5. No charter school director, officer or employee shall solicit or accept, directly or indirectly, anything of economic value or gratuity from any person or from any officer, director, agent or employee of such person, if the charter school director, officer or employee knows, or reasonably should know that such person:
  - (a) Has sought or is seeking to obtain contractual or other business or financial relationships with the charter school; or
  - (b) Has a substantial economic interest which may be substantially affected by the performance or non-performance of the charter school director's, officer's or employee's official duties.
6. No charter school director, officer or employee shall receive anything of economic value for any service, the subject matter of which; (a) is devoted substantially to the responsibilities, programs or operations of the charter school or (b) draws substantially upon charter school data or ideas which have not become part of the body of public information.
7. No charter school director, officer or employee and no legal entity in which he or she exercises control or owns an interest in excess of 25%, shall receive anything of economic value for or in consideration of services rendered or to be rendered, to or for any person during his or her charter school service unless such services are:
  - (a) Bona fide and actually performed by the charter school director, officer, employee or related legal entity;
  - (b) Not within his or her official duties; and

(c) Neither performed for nor compensated by any person from whom the charter school director, officer, or employee would be prohibited from receiving a gift under Paragraph 5 above.

8. No charter school director, officer or employee, and no legal entity of which he or she is an officer, director, trustee, partner or employee or in which he or she has a substantial economic interest, shall receive or agree to receive anything of value for assisting a person in a transaction, or in an appearance in connection with a transaction, with the charter school.

9. No member of the immediate family of the charter school's Principal or any director shall be employed by the charter school, except that such a family member may be employed as a classroom teacher provided that he or she is certified to teach. Any director or Principal whose immediate family member is so employed shall recuse himself from any decision involving the promotion, retention or assignment of the employee.

### ATTACHMENT 33

**33. Describe the orientation and training process for the non-profit corporation applicant's board of directors and the process that will be used for the continual evaluation and professional development of the board of directors.**

33. The following steps will be taken by French and Montessori Education, Inc. to recruit and orient persons to the board of directors of the organization:

#### **Recruitment and Orientation**

Orientation of prospective board members begins at recruitment. In this stage, the prospective board member would be visited by the Principal and another board member to discuss the organization's philosophy of governance as well as the role and responsibilities of board members. At this time the prospective board member will receive printed information about FAME, Inc. and the Audubon Charter School, expectations for board members, the estimation of time involved in the role, FAME Inc.'s financial position and a copy of the most recent audited financial statements.

If the prospective board member demonstrates interest in joining the organization, the Principal invites him/her to take a tour of the school so that s/he can begin to understand the mission and strategic plans for developing the school. At this time, the prospect will receive detailed information about the school's academic performance (past and present) and its goals for improving student achievement. Once the tour is complete and questions are answered, if the potential board member needs additional time to consider the job, then a follow up visit is scheduled.

#### **Professional Development**

Professional development of board members will be accomplished by:

1. Active involvement in board affairs

Because service on a school board is different from service on other types of non-profit organization boards, each board meeting will be designed to serve two purposes; first to discuss the business of the organization, and second, to learn more about the best way to carry out board business while increasing each person's understanding of public education. Board members will also be aware of activities taking place at the school, and will be encouraged to attend and participate in events.

2. Professional reading

3. Participation in local, state, and national education conferences and other meetings

The organization's board will continually evaluate itself on its ability to work effectively as a board, its ability to guide the school through policy-making and its relationship with administrative staff, and its overall ability to provide the school with the resources it needs to be successful in educating the students of Audubon Charter School.

## ATTACHMENT 47

47. Attach a copy of the proposed school's personnel policies. The attached policies should include at least the following information:

- The procedures for hiring and dismissing school personnel;
- The school's qualifications for hiring teachers, school administrators and other employees;
- A complete job description and responsibilities for all staff members; and
- The procedure regarding the implementation of LA-R.S. 15:587.1 and BESE Policy for Charter Schools Relative To Criminal Offenses;
- Any employment benefits offered; and
- Salary ranges for all employees.

When providing salary ranges, please provide a comparative analysis of salary and benefits of teachers and instructional personnel of the parish within which the proposed charter school will be located.

Please indicate the management company's role (if applicable) in the implementation of these personnel policies.

47. The following are personnel policies of Audubon Charter School:

**Procedures for hiring and dismissing school personnel**

Employees of Audubon Charter School shall be deemed to be employees of French and Montessori Education, Inc. All employment decisions at Audubon Charter School are under the authority of French and Montessori Education, Inc.

Hiring of all faculty and staff will be based on the prospective employee's ability to fulfill the mission of the school.

The Board of Directors has the responsibility of hiring and the authority to dismiss the Principal. The Principal has the authority to hire and dismiss all other school personnel.

***Unsatisfactory Performance***

If work performance for any employee is not satisfactory as documented by the evaluation rubric, the following types of corrective action may be taken:

- a) The employee will be put on an Assistance Plan and given specific, written suggestions of actions necessary to restore employee to good standing. Assistance and support from curriculum development staff personnel or the administrative leadership will be offered to the employee in the areas of concern.
- b) The employee may be placed on probation with defined time limits, within which another performance review will be conducted and frequent observations will be made.

- c) The employee may be dismissed if the poor performance is severe enough to warrant such action or no improvement has been made at the end of the defined time limits.

On those occasions when the performance review process and assistance plan continue in unfavorable assessment and prognosis, it is the Principal's responsibility to make the decision not to renew an employee's contract and to inform him/her in person of the specific reasons for that decision.

Employees have the right to appeal the Principal's termination decision to the Board of Directors. The Board's decision is final.

French and Montessori Education, Inc. will provide equal employment opportunity for all applicants and employees. Audubon Charter School will not unlawfully discriminate on the basis of race, color, religion, gender, sexual orientation, national origin, age, marital status, disability, or citizenship. Audubon Charter School will "comply with applicable state and federal laws and regulations otherwise applicable to public schools with respect to civil rights and with respect to individuals with disabilities."

#### *Personnel on Leave from a Local School Board*

Audubon Charter School teachers, who previous to their employment at the charter school, were employees of the local school board, may request a leave of absence up to three years. This allows a three-year period to decide on permanency of charter school employment. If a teacher requests to return to the school system, he or she will retain the status, rights, and benefits gained prior to the authorized leave [LA-RS 17.3997(B)].

#### *Audubon Charter School Teachers*

Returning teachers in January through May of 2006 will be rehired based upon student enrollment, seniority in Audubon School, seniority in age groupings, and Montessori certification/training and/or other qualifications. Subsequently, each teacher will be evaluated semi-annually based on an agreed upon job description using established performance reviews. Teachers will not be tenured. Audubon will follow the due process procedure outlined below.

In order for a new teacher to be hired, the person must demonstrate the competencies outlined in Audubon Charter School's teacher job description, a willingness to follow Audubon's Charter School's mission, and a desire to support the vision and focus of the school.

### **Qualifications for hiring teachers, school administrators and other employees**

#### *Principal*

Every effort will be made to hire a Principal who is an experienced school administrator with notable academic credentials, a magnet school background, certified or trained in Montessori Education and having some knowledge of the French Language and culture. Should the professional hired as principal not hold Montessori certification, he or she will be required to be certified within a two-year period in any preferred age grouping, reporting to the board quarterly on his or her progress. Should the professional hired as



principal not have any background in the French Language and culture, he or she will be required to take a class, at a minimum, on French culture. Audubon Charter School will pay for the training.

#### *Teachers*

At least seventy-five percent of the teachers will be certified by the state board. Teachers who are not certified will be actively pursuing certification. Teachers who are not currently certified will meet the following requirement: Be authorized under law or state board regulation to teach temporarily while seeking a regular certificate.

#### **Job Overviews and Reporting Responsibilities**

The position descriptions below include broad overviews of the primary responsibilities of the various positions at Audubon Charter School. Fully developed job descriptions will be written by the Board of Directors, Principal, and Leadership Team.

#### *Principal*

The Principal will serve as the chief executive officer of the organization, accountable to the Board of Directors and responsible for keeping them informed about the operation of the school and for working with them to develop institutional policies and goals. The principal will be responsible for the planning, coordination, and implementation of school policy, accountable for the school's financial affairs and with full authority to hire and dismiss faculty and staff.

#### *Assistant Principal*

Audubon Charter School will seek to hire the services of an Assistant Principal to assist the Principal in managing the day-to-day operations of the school in the 2006-07 school year. The Assistant Principal will be responsible for student support and discipline, staff support and development, campus activities and other areas as needed.

#### *Secretary*

The secretary will be responsible for managing the school office, serve as the Board of Director's secretary and as the Data Manager to obtain, organize, and distribute student records. The secretary will provide administrative support to the Principal and other staff as needed. The secretary will be responsible for payroll, including gathering and recording employee time worked, managing time sheets and distributing payroll checks.

#### *Clerk*

The clerk will assist the secretary in various office duties including answering phones, greeting visitors, and helping with records and filing.

#### *Director of the French Program*

The Director of the French Program shall meet the criteria outlined by the French Government to hold this administrative position. He/she will work within the respective guidelines of the French government and the Codifil Program concerning hiring, evaluating and dismissing of teaching personnel. The Director shall implement marketing strategies to promote the program throughout the community, provide/implement professional development and teacher support based on assessment data, classroom observations, student profiles and teacher input. He/she will conduct continuous

assessment of the instructional program and design support activities focused on improving student achievement. The Director will be responsible for keeping an inventory of French materials and ordering the supplies that are necessary to run the program.

*Director of the Montessori Program*

The Director of the Montessori Program shall be a Louisiana certified teacher holding Montessori certification in any age grouping. He/she will provide professional development and teacher support based on assessment data, classroom observations, student profiles and teacher input. The director will conduct continuous assessment of the instructional program and design support activities focused on improving student achievement. He/she will be responsible for keeping an inventory of Montessori materials, ordering such materials and assisting teachers in making materials that are necessary for the classroom instruction.

*Business Manager*

The business manager will use either the school's computerized accounting system or an accounting system elected by the business manager with approval from the board. The business manager will be responsible for managing the financial affairs of the Audubon Charter School. He/she will collect monies on site, assist in identifying vendors and contracting for services, process daily financial transactions; prepare monthly financial reports to the board and the OPSB accounting department; receive and record all monies; prepare deposits; process orders and manage supplies, equipment and fixed assets at the school site; and work with the OPSB's accounting department to prepare data for state financial and accountability reports.

*Teacher (Regular)*

Teachers will be certified and/or trained to provide instruction in grades Pre-K-8 in the Montessori Program. Audubon Charter School Montessori teachers who have received training through AMS or MWEI must agree to become fully certified in the Montessori age group in which they are teaching within a two-year period after the initial contract date of employment. Teachers seeking certification will report to the Principal quarterly about their progress. Audubon Charter School will pay for the training. Teachers assigned to the French Program must be fluent in French and meet the teaching criteria adopted by the French Government. All Audubon teachers must agree to become trained in the arts and meet the needs of the individual students.

*Teacher (Special Education)*

The Special Education teacher will be certified to provide instruction in grades PreK-8.

*Instructional Aides*

Instructional aides assist the regular and special education teachers in the classroom.

*Substitute Teachers*

Site-based substitutes will provide school support services as needed.

*Librarian*

The school librarian will be responsible for creating and managing the library, including the school's media resources. He/she will teach library skills including research and reference skills. The librarian will also promote reading across all grade levels.

*Counselor*

A part-time counselor will be serve as a guidance and resource person to all middle school students.

*Social Worker*

The social worker will work with administrators, teachers, parents, and students to ensure that the social and emotional needs of all students are met, both collectively and individually. He/she will provide individual counseling to students and their families ensure all students attend school regularly and on time, develop programs that foster greater student and staff awareness of student issues, and work with school staff to create a positive and healthy school-wide climate.

*Building Engineer*

The building engineer will be responsible for building maintenance and repairs. He/she will also coordinate services provided by independent contractors.

**Hiring of employees with criminal offenses***Policy for Criminal Offenses*

FAME, Inc. will ensure the implementation of the BESE Policy for Charter Schools Relative to Criminal Offenses.

No person who has been convicted of a crime or who has pleaded *nolo contendere* to a crime listed in R.S. 15:587.1© shall be hired by Audubon Charter School for a position of supervisory or disciplinary authority over school children.

No person who has been convicted of or who has pleaded *nolo contendere* to a crime related to misappropriation of funds or theft shall be hired by Audubon Charter School.

French and Montessori Education, Inc. shall adhere to all policies and procedures mandated by the State Board concerning criminal history review for public school employees. The criminal history review through the Louisiana Department of Public Safety and Corrections, Office of State Police, Bureau of Criminal Identification, shall be administered. The history shall include a fingerprint check and background check.

FAME, Inc. shall be responsible for all costs associated with the criminal history review, unless responsibility is assigned to those persons undergoing the criminal history review.

**Employee Benefits**

Specific benefit plans will be developed through competitive bidding determined by the Principal in conjunction with the Board of Directors after approval of the charter proposal. Based upon similarly situated charter schools, employee benefits will be comparable to those offered to Orleans Parish School employees.

All Audubon Charter School employees will be able to participate in the following benefits programs:

- Long Term & Short Term Disability
- Medical and Dental Insurance
- Term Life Insurance
- Retirement
- Social Security, if applicable
- 401K, if applicable
- State and Federal Unemployment Insurance
- Worker's Compensation Insurance

#### *Employment Benefits*

Audubon Charter School will be an independent public school. Therefore, charter school teachers will no longer be employees of Orleans Parish School Board. There will be some changes in the benefit program. Audubon Charter School will not grandfather in sick leave. Prior accumulated sick leave can be converted into pension compensation in the Teacher Retirement System of Louisiana upon retirement. Provisions will be made for health insurance including short and long-term disability.

#### *Retirement Benefits*

Individuals who were employed by the local public school system, and who are on a leave of absence, may continue their participation in the Teacher Retirement System of Louisiana or elect a 401K. Newly hired teachers will be offered the 401K only. We are investigating a 403(b) retirement plan for employees. This information will be forwarded to OPSB.

#### *Collective Bargaining*

Audubon Charter School will not be participating in the United Teachers of New Orleans collective bargaining agreement with New Orleans Public Schools.

#### **Salary Ranges**

Audubon Charter School will follow the salary ranges established by Orleans Parish School Board with a possible 2 to 3% increase. Audubon Charter School's proposed salary arrangements are based on information about salary paid by similarly situated Type III Charters approved by OPSB for similar services. Any adjustments to the salaries will remain within the range paid by New Orleans Public Schools.

#### **Salary ranges for employees**

Position Title	ACS Salary Range	OPSB Salary Range
Principal	\$65,000.00-\$70,000.00	\$65,000.00-\$135,000.00
Teacher	\$30,000.00-\$48,000.00	\$29,494.00-\$47,005.00
Business Manager	\$30,000.00-\$45,000.00	\$29,494.00-\$47,005.00
Secretary	\$20,000.00-\$30,000.00	\$14,160.00-\$28,322.00
Pupil Support	\$30,000.00-\$48,000.00	\$29,494.00-\$47,005.00
Building Engineer	\$25,000.00-\$35,000.00	\$25,000.00-\$35,000.00
Teacher Aide	\$12,000.00-\$20,000.00	\$12,200.00-\$18,600.00

## ATTACHMENT 48

**48. Provide a roster of instructional staff for the school for each year of the charter that you are seeking. The roster should indicate and identify classroom teachers, and any teaching aides or assistants, as well as any specialty teachers. In addition, the roster should identify the number of instructional personnel in each classroom, e.g., one teacher, one teaching assistant, one paraprofessional for each class.**

Staffing Projections

Staffing for the first five years of Audubon Charter School is outlined below. These projections are estimates and may change once the school is in operation post-Katrina.

Positions	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Principal	1	1	1	1	1
Asst. Principal	1	1	1	1	1
Director, Montessori	1	1	1	1	1
Director, French	1	1	1	1	1
Business Manager	1	1	1	1	1
Secretary	1	1	2	2	2
Clerk	1	1	2	2	2
Guidance Counselor	1/2	1/2	1	1	1
Social Worker	1	1	1	1	1
Bldg. Engineer	1	1	1	1	1
Teacher Aide	8	8	8	12	12
Substitute	5	5	5	5	5
Sp. Ed. Therapist	1	1	1	1	1
Teacher	30	30	30	35	35

**In January through May of 2006, Audubon Charter School will hire the number of teachers and teacher aides to staff the school's classrooms based upon student enrollment for that period.**

## ATTACHMENT 49(A)

**49. (a) Describe the professional development opportunities that will be offered to teachers and other instructional staff.**

Audubon has a history of providing excellent professional development for its teachers and staff, and views on-going professional development as key to maintaining a faculty that uses current research and best practices to impact student achievement.

Professional development opportunities for faculty and staff at Audubon Charter School will occur throughout the year. Teachers will attend in-services, workshops, and conferences during the school day, on weekends and during the summer. Teachers will participate in staff development programs on an individual, school and school district level and will be active in district-wide initiatives. **Audubon Charter School is projected to**

begin an on-site Montessori Training Program in 2006-2007 to ensure that all Montessori teachers become certified in their age groups.

FAME, Inc. will sponsor school-initiated professional development that directly relates to the school's instructional focus and themes of Audubon Charter School.

- **Early Release Professional Development.** Once a month Audubon Charter School will release students three hours early for teacher/staff professional development. Each early release session will have a different focus with such topics as testing, differentiated instruction, and strategies for students with attention problems.
- **Component Meetings.** Teachers will meet bi-monthly with their grade level colleagues to discuss current issues and ways to improve delivery of instruction. Audubon Charter School will continue component meetings to address educational issues and student's needs.
- **DIBELS Training.** Audubon teachers will be trained in Dynamic Indicators of Basic Early Literacy Skills (DIBELS). These are brief, powerful measures of the critical skills that underlie early reading success. The training is provided by a DIBELS trainer. Ongoing training and professional development in the DIBELS measures and related interventions will be provided in team meetings, faculty meetings, and individual coaching sessions.
- **National Professional Associations.** The Audubon Parent Teacher organization will consider providing funding for teachers and staff to attend conventions and meetings associated with the French and Montessori Programs. FAME, Inc. will financially co-sponsor attendance at national conventions and meetings.
- **Art Museums.** Audubon faculty and staff will attend workshops and training offered by the New Orleans Museum of Art, Newcomb Gallery, and the Ogden Museum of Southern Art.
- **Greater New Orleans Writing Project.** Audubon teachers will be urged to participate in the Greater New Orleans Writing Project (3 credit hours) and its Summer Institute. This program serves as a catalyst for process writing, Writing Workshop, and portfolio assessment. Tuition waivers are available for this course.
- **Southwest Education Development Laboratory.** The Southwest Education Development Laboratory in Austin, Texas offers to both elementary and middle grade teachers, a staff development program "Promoting Instructional Coherence," an eighteen month concentrated study of actual issues teachers face each day in the alignment, coordination and implementation of standards, curriculum frameworks, guides, materials and their impact on instruction and assessment. Audubon Charter School will encourage teachers to participate in this program.
- **University Coursework.** It is not uncommon for many of Audubon's teachers to be enrolled in graduate courses. Most are interested in broadening their knowledge about teaching and learning; nearly 50% of the faculty holds graduate degrees.

- **Peer Observations.** Teachers will visit classrooms of their colleagues to glean more about the French and Montessori instructional programs, to learn of new instructional strategies, and provide constructive feedback to their peers.

#### ATTACHMENT 49(B)

#### **49. (b) Explain the method(s) that will be used to evaluate teachers and other instructional staff.**

At the beginning of each year teachers and other instructional staff will sign a job description and set personal professional goals for the upcoming year. It is the intent of the board to ensure that teachers have an understanding of the evaluation and accountability process.

Each teacher will participate in semester and annual performance reviews. The written performance review and an accompanying interview with the Principal will primarily serve as part of an on-going process of personnel development and evaluation. Performance reviews will discussion of each employee's performance, expectations, and job responsibilities.

In keeping with the mission, as established by the Audubon Charter, teachers will be evaluated according to their teaching assignments. It is recommended that steps be taken to ensure that the Montessori teacher evaluation process is conducted by a Montessori certified professional with the focus on program development and improvement.

#### **Faculty Performance Reviews**

Audubon Charter School teachers will participate in two different types of faculty performance reviews: the state teacher assessment program and the Audubon Charter School semester faculty performance reviews.

Teachers required to participate in the state teacher assessment program to receive or maintain full state certification will take part in both the state and school evaluation programs. Audubon Charter personnel will be trained to become assessors for the state program.

All teachers will participate in semester performance reviews. Audubon Charter School semester faculty performance reviews will be formulated as follows:

- **Professional Portfolios:** Professional portfolios will include the following:
  1. **Plans.** Teachers will be required to submit annual plans at the beginning of each school year and more detailed quarterly plans at the beginning of each quarter. In addition, teachers will be required to submit weekly lesson plans at the beginning of each week. Weekly plans will include curriculum plans for the week as well as plans for arts integration, academic challenges, differentiation for individual learning needs, and alignment with state benchmarks.
  2. Prepared materials
  3. Lesson guides
  4. Tests and quizzes

5. Communications with parents
  6. Art units
  7. Accommodations for students
  8. Samples of student work
- Formal Observations: All instructional personnel will be observed by the Principal once a semester. Teachers will be given clear expectations before the observation. Feedback will be given to teachers at performance reviews.
  - Self-Assessment: Each teacher will assess his/her own performance in curriculum development, instruction, and each of the criteria listed below under Overall Job Performance. Self-Assessment shall also include setting of goals for the upcoming semester.
  - Overall Job Performance: Faculty will also be evaluated by the Principal and/or administrative designee concerning their performance in the following area:

Job effectiveness: ability to meet goals in job description  
Flexibility in assisting with other areas as needed  
Contribution to helping the school fulfill its mission  
Relationships with parents  
Working relationships with other staff  
Contribution toward creating a healthy professional community  
Attendance and punctuality  
Personal conduct and appearance

#### ***Other Instructional Staff Performance Reviews***

Staff performance reviews will be conducted internally by the Principal. However, when a staff member is required to participate in any state assessment and/or evaluation program to obtain or maintain any professional license or credential, the staff member may participate in such program in lieu of the internal performance review.

Annual staff performance reviews will include a self-evaluation and written evaluations from the Principal, the staff's immediate supervisor, and any other designated employees concerning staff members' performance.



TABLE I: FIVE-YEAR PROJECTED BUDGET

Revenue	Year 1 2005-06	Year 2 2006-07	Year 3 2007-08	Year 4 2008-09	Year 5 2009-10
Local MFP	623,562	1,606,208	1,654,394	2,337,858	2,407,993
State MFP	678,237	1,638,657	1,687,167	2,542,849	2,619,134
PIP	1,200	1,200	1,200	1,200	1,200
IDEA	2,000	7,500	7,500	7,500	7,500
Title II	32,000	70,000	70,000	70,000	70,000
Charter School Federal Grant Program	200,000	-	-	-	-
Other	50,000	-	-	-	-
<b>Total Revenue</b>	<b>1,586,999</b>	<b>3,323,565</b>	<b>3,420,261</b>	<b>4,959,407</b>	<b>5,105,827</b>
<b>Expenditures</b>					
Instructional Materials	60,000	60,000	60,000	100,000	120,000
Instructional Equipment & Furniture	10,000	15,000	20,000	45,000	65,000
Accountability Services	13,500	32,000	33,600	41,030	43,080
Transportation	-	-	-	-	-
Salaries	401,760	1,927,530	2,002,530	2,357,640	2,570,520
Employee Benefits	170,000	425,000	600,000	725,000	800,000
Purchased Psycholog./Eval. Services	4,500	9,000	9,900	10,890	11,980
Profess. Dev./Curric. Dev. & Planning	5,000	20,000	30,000	50,000	70,000
Fingerprinting & Background Check	200	200	200	200	200
Accounting/Audit Services	7,500	15,000	19,900	23,000	25,300
Legal Services	12,000	9,000	7,500	6,000	4,500
Utilities	65,000	120,000	143,000	157,300	173,030
Building Improvements	10,000	10,000	15,000	75,000	85,000
Building Repairs	10,000	10,000	15,000	35,000	40,000
Admin Costs (telephone, materials)	4,000	8,000	8,800	9,680	10,648
Office Supplies, Postage & Equipment	5,000	10,000	11,000	12,200	13,420

Professional Payroll Service	3,000	3,300	3,630	3,995	4,395
Additional Technology Support	2,000	3,000	4,000	4,840	5,325
Security Alarm Monitoring	900	1,800	1,980	2,180	2,400
Computer Purchase & Replacement	10,000	10,000	10,000	35,000	50,000
Copiers & Copier Maintenance	6,000	12,000	16,000	65,564	67,531
Building Contents Insurance	25,000	49,440	50,923	52,451	54,024
Liability Insurance	40,000	80,000	88,000	96,800	106,480
Custodial Services	45,000	90,000	99,000	108,900	109,989
Custodial Supplies	10,000	20,000	20,000	43,709	45,020
HV/AC Maintenance	30,000	50,000	45,000	72,600	79,860
Care & Upkeep of Grounds	9,000	18,000	19,800	32,782	33,765
OPSB Administrative Fee @ 3%	65,000	135,000	148,500	163,350	179,685
Contingency	25,000	35,000	30,000	50,000	50,000
Start-up costs	50,000				
<b>Total Expenditures</b>	<b>1,099,360</b>	<b>3,178,230</b>	<b>3,513,263</b>	<b>4,180,111</b>	<b>4,607,702</b>
<b>Fund Balance</b>	<b>487,639</b>	<b>145,335</b>	<b>(93,002)</b>	<b>779,296</b>	<b>498,125</b>

## ATTACHMENT 50

**50. Detail a start-up budget for the charter school, including the planned timetable, assumptions for revenue and expenditures, and documentation of start-up revenue. For any funds in the school budget that are provided by an outside source, please provide a letter of commitment detailing the amount and uses for the funding.**

50. The attached start-up budget details the anticipated revenue and expenses for Audubon Charter School. French and Montessori Education, Inc. is seeking a \$200,000 start-up loan from the Louisiana Charter Schools Start-Up Loan Fund for start-up costs and planning December 1, 2005 – August 15, 2006.

We estimate our one-time start-up capital and planning needs at approximately \$200,000. These funds are needed for staff planning, professional development, communication to parents, and making improvements to the existing facilities. French and Montessori Education, Inc. will incur marketing and advertising expenses because the school is chartering post Katrina. The school will lose its pre-Katrina enrollment numbers and must create a media, letter writing and telephone campaign to inform parents that Audubon will be up and running in January 2006.

At this time, we cannot enter our building post Katrina to provide an attached statement of financial support from the Audubon PTO which has a proven track record for fund raising and donations to Audubon School.

#### ATTACHMENT 51

**51. Provide a detailed budget for the first-year of operation of the proposed charter school. This budget must include:**

- 1) A narrative of the assumptions and information used to estimate both revenue and expenditures, and**
- 2) A cash flow projection on a monthly basis with related assumptions.**

51. The Audubon Charter School budget was formulated based on the MFP of \$6509 per pupil for 2005-06, as well as other federal funds that are itemized in the revenue section. The student enrollment count for the last half year of 2005-06 assumes the school will serve only 200 of the existing kindergarten through eighth grade population of 524 students housed at the Broadway site.

Because Audubon Charter School will be a conversion Type 3 charter, most expenses were calculated from the past budgetary history of the school, vendor estimates, and estimates and calculations of other Type 3 charter schools in the New Orleans area.

All employee salaries and benefits are based on the existing pay scale of New Orleans Public Schools, and include a 3% increase in pay for year 2006-07 to allow for inflation.

Instruction related expenses include estimates for materials and supplies at \$150 per student, textbooks and workbooks at \$75 per student, and an additional \$50,000 for the purchase and replacement costs for Montessori materials and equipment.

French and Montessori Education, Inc. plans to employ one building engineer as well as an independent janitorial service to clean and maintain the properties.

The budget for building and facility improvement is based on the need for post Katrina repairs to the cafeteria, broken windows, student restroom repairs and possible painting in classrooms.

French and Montessori Education, Inc. plans to work with Orleans Parish School Board for food services, transportation, instructional technology, student enrollment, and nursing services from January to May 2006.

#### ATTACHMENT 52

**52. Provide a budget plan for the next four years of operation of the proposed charter school, including the assumptions for the changes to expenditure and revenue amounts during this period.**

The budget for years two through five will increase as our first year will include only one semester. Allowances have been made for a 3% increase in revenue, with an increase in some expenditures at a rate of 5%. Expenses will not increase in all areas, but may decrease in some cases.

#### ATTACHMENT 53

**53. Provide supporting evidence that the start-up budget plan, the first-year budget, and the five-year budget plan are sound.**

The Audubon Charter School budget is based on the budgets of other Type 3 charters approved by the Orleans Parish School Board with similar financial resources, and similar services.

#### ATTACHMENT 54

**54. Detail how the charter school will comply with the requirement for the performance of fiscal audits.**

French and Montessori Education, Inc. will hire an independent accounting firm to perform quarterly and annual audits of this budget. Quarterly reports will be made available. French and Montessori Education, Inc. will also ensure that a certified public accountant will monitor and assess how monies are being spent, and will assist in decision making regarding budgetary concerns with reports being made to the Board of Directors at least quarterly.

The financial plan of Audubon Charter School is designed to ensure that accurate and efficient reporting is made to the Board of Directors and that it complies with the guidelines outlined in the Louisiana Accounting and Uniform Governmental Handbook (L.A.U.G.H.) related to account classifications and budget codes necessary to complete the Louisiana Department of Education's annual Financial Report.

The basic elements of the financial and accounting practices are described below:

##### **Budget Formulation**

French and Montessori Education, Inc. will employ the following procedures in establishing the school's annual operating budget:

1. The Business Manager, in consultation with the Principal and Leadership Team, will prepare the school's annual operation budget. The budget will be based upon the expected Minimum Foundation Program revenue along with other projected monies for student expenditures.
2. The Principal will present the budget to the Board for review and revision.
3. The Board of Directors will adopt the operating budget by May 1 of each year.

##### **Budget Revision**

The Principal will have the authority to reallocate budgeted items within line items, but he/she will not increase the total amount authorized. If estimated revenues, expenditures,

or beginning funds balance vary five (5%) percent or more from the original budgeted amount, the Principal will inform the Board of the variance. The Board of Directors will have the authority to amend the budget and will seek to generate additional revenue for the school, if needed.

### **Payroll**

French and Montessori Education, Inc. will contract with a professional payroll service to issue bi-weekly payroll checks and to handle all federal and state payroll tax liability payments. This service provides for those employees who do not receive paychecks or benefits through the Orleans Parish School Board. Benefit payments (retirement, etc.) are made directly from the school for these same employees. Those employees who are on leaves of absence from Orleans Parish Schools remain on the Orleans Parish payroll in order to comply with requirements of Teachers Retirement System of Louisiana, while being active employees of FAME, Inc. Payroll costs associated with these employees are paid to Orleans Parish Schools by French and Montessori Education, Inc.

### **General Accounting Procedures**

French and Montessori Education, Inc. plans to utilize an accounting software program which provides the following functions: general ledger, bank reconciliation, fixed asset management, accounts receivable, budgeting, invoicing, and accounts payable.

### **Student Activity Fund Procedures**

The accounting software will be used to keep accurate records of the collection and disbursement of student activity funds. The process for accounting for these funds follows:

1. The Business Manager will be responsible for all money collections and bank deposits.
2. Deposits will be made on a timely basis.
3. Funds will be deposited into an interest-bearing account.
4. All expenses will be paid, using check requests with appropriate supporting documentation; e.g. invoices, receipts, etc.
5. All check requests will have the signature of the Business Manager, and if in excess of \$500, the Principal.
6. All checks will have the signatures of two persons from the following group: Principal, Ranking teacher, or the French Director.
7. All expenses, whether incurred by an administrator, teacher or parent, will be turned in within 30 days of the expense.
8. A monthly financial report, including check reconciliation, will be provided to the Board of Directors. Bank statements will be made available for Board review at each meeting.

### **Purchasing Procedures**

French and Montessori Education, Inc. will follow the guidelines below for the purchase of supplies, equipment, and services in the school:

1. All acquisition of supplies and services will be under the authority of the Principal based upon established limits.

2. Prior approval by Principal will be required for any expenditure exceeding \$5,000.
3. All ordering of supplies and equipment will be done by purchase order.
4. Purchase orders will be signed by the person placing the order and by the Principal before they can be processed.
5. Each purchase order form will include the account number to be charged.
6. The method of purchase, whether by telephone, facsimile, internet or mail, will be indicated on the purchase order.
7. The Business Manager will retain one copy of the purchase order and the other copy will be returned to the person placing the order.
8. All purchases will be made within budgetary allowances.
9. When the vendor's invoice arrives at the school, the business manager will attach a copy of the purchase and send both to the person who placed the order.
10. After determining that the merchandise has been received as ordered and is in good condition, the person who placed the order will sign the payment receipt and return both to Business Manager for payment.
11. At the end of each month the principals will review all expenditures to assure continuing compliance.
12. French and Montessori Education, Inc. will purchase supplies, equipment and contractual services needed for its operations in a competitive manner – obtaining the maximum educational value for every dollar expended.

#### **Governmental Reporting**

French and Montessori Education, Inc. will provide Annual Financial Reports in accordance with established deadlines. These reports will be prepared by the Business Manager in concert with the school's accountant and shall conform to established state guidelines.

#### **Independent Certified Public Accounting Services**

Charter school law requires that charter schools submit to "appropriate financial audits in accordance with R.S.24.513 et seq." French and Montessori Education, Inc. will engage an independent certified accounting firm to audit the school's financial statements. The independent firm will use its professional judgment in determining the standards that apply to the work to be conducted based on Louisiana's audit law, Government Auditing Standards, Office of Management and Budget Circular A-133 requirements for a single audit or program-specific audit when Federal award expenditures exceed \$500,000 for the fiscal year, bond requirements, or other contractual requirements. The independent accounting firm will inform French and Montessori Education, Inc. of any matters involving internal control and its operation considered to be reportable conditions under standards established by the American Institute of Certified Public Accountants and the Comptroller General of the United States.

The independent accounting firm will also perform agreed-upon procedures to assist report users in evaluating management's assertions concerning the performance and statistical data accompanying the basic financial statements of the school and to determine whether

the specified schedules are free of obvious errors and omissions as provided by the Board of Elementary and Secondary Education (BESE).

### **Audubon Charter School Financial Positions**

French and Montessori Education, Inc. will employ one Business Manager to handle the daily financial procedures at each school site and shall provide regular reports and information to the Principal in accordance with the established accounting practices and for the completion of the accounting process through the production of required financial statements and reports. The school's financial position will be reviewed by the Board at quarterly meetings of the Board of Directors.

### **ATTACHMENT 55**

**55. Describe the insurance coverage to be carried by the charter school, including the name of the insured and amounts of insurance for comprehensive general liability, workmen's compensation, comprehensive automobile liability, property liability, and errors and omissions liability.**

French and Montessori Education, Inc. plans to hold liability insurance policies to operate Audubon Charter School. The following types and amounts of coverage will be secured.

<b><u>Type of Insurance</u></b>	<b><u>Amount</u></b>
Worker's Compensation	\$500,000 Each Accident
Bodily Injury by Accident	\$500,000 Policy Limit
Bodily Injury by Disease	\$500,000 Each Employee
General Liability	\$3,000,000 Aggregate
	\$1,000,000 Each Occurrence
	\$ 500,000 Fire Legal Liability
	\$ 5,000 Medical Expense
Commercial Automobile Liability	\$1,000,000 Each Accident
Property Insurance	\$135,000 Contents
Educator's Professional Liability	\$2,000,000 Each Occurrence
	\$2,000,000 Annual Aggregate
Umbrella	\$1,000,000 Each Occurrence
	\$1,000,000 Aggregate
Errors and Omissions Liability	\$1,000,000 Each Occurrence
Boiler and Machinery	\$2,000,000 Aggregate

French and Montessori Education, Inc. will make all policy information available to BESE for review prior to purchasing coverage for Audubon Charter School. BESE shall approve the provisions of the policies prior to purchase.



## ATTACHMENT 56

**56. Indicate where the charter school would be located, including complete street address (if known at time of application), municipality and school district.**

56. Audubon Charter School is located within the jurisdictional boundaries of the City of New Orleans and the New Orleans Public Schools District in Orleans Parish. Audubon Charter School will occupy the three buildings and surrounding grounds at 428 Broadway Street, New Orleans, LA 70118. The school grounds include three buildings, the main school building facing Broadway Street which houses the principal's office and K-8 French and Montessori classrooms. The portable building, facing Hurst Street, houses three classrooms. The Custodian's lodge, facing Pine Street, houses the library and two classrooms.

- **In the future, Audubon Charter School will need additional space to house both the Montessori and French Programs. We are interested in procuring use of either the Arthur Ashe Elementary School located at 401 Nashville Avenue, New Orleans, LA 70118 or the Lusher Charter Middle School facility located on 719 South Carrollton Avenue, New Orleans, LA 70118 – if or when either is available.**

## ATTACHMENT 57

**57. If you have already identified a charter school facility, describe the facility, including whether it is new construction, part of an existing public or private school building, or a conversion in use. Describe how the facility is currently used or how it was used in the past. Explain why the site will be a suitable facility for the proposed charter school. Identify any and all organizations or individuals that will be using the facility in addition to the proposed charter school.**

- (a) As this is a proposed Type III conversion charter, the Broadway Street facility currently houses the Audubon Montessori and L'Ecole Franco Americaine School. The Orleans Parish School Board by way of donation owns the site. The site will be occupied solely by the Audubon Charter School in its current configuration, Pre-K through 8<sup>th</sup> grades. As this is a school site, continuing its use as educational facilities is appropriate.
- (b) The main building houses the following: 23 classrooms: on the ground floor, a cafeteria, a boys' and girls' bathroom and classrooms. On the first floor, administrative offices, faculty lounge, faculty and parent work room, faculty and administrative bathroom and classrooms. On the second floor, nurse's office, a boys' and girls' bathroom, and classrooms. The portable building houses three classrooms with three bathrooms. The custodial lodge houses three classrooms, two bathrooms and a library. The remaining 20% of the lot is planted gardens, two small yards and an area with playground equipment.
- (c) The proposed facility at the Broadway Site requires no renovations for code compliance. As a current school facility, the site meets all code requirements.

- (d) No other school or organization will be using the Broadway Street facility. It will be used solely by Audubon Charter School.

**ATTACHMENT 58**

**58. If you have not identified a charter school facility, describe plans for doing so. The applicant must notify the BESE Charter School Office within ten days of securing a facility, including in that notice all of the information requested above in #56, #57(a), #57(b), and #57(c).**

58. Audubon Charter School has already identified an appropriate facility as described in Attachment 56 above.

**ATTACHMENT 59**

**59. Provide arrangements that will be made regarding the providing for the safety and security of the school location.**

59. Audubon Charter School may negotiate with the New Orleans Public Schools District to make available security services between November of 2005 through June of 2006, including but not limited to personnel and/or monitoring systems, that it makes available to any or all other comparable schools within its jurisdiction [17:3991(B)(23)].

The current staff of the Broadway Street Site has approved an updated school safety plan for the 2006-2007 school year. This plan would be the basis for a revised and updated plan for the Audubon Charter School.

**ATTACHMENT 60**

**60. If the charter school or its applicants or partners would own or lease its facility, provide a description of the ownership or lease arrangement of the facility, including indicating specifically any potential conflicts-of-interest and arrangements by which such conflicts will be managed or avoided, taking into consideration the Louisiana Code of Governmental Ethics, including its prohibition against "related party transactions."**

Because the Audubon Charter School will be part of the New Orleans Public Schools District, no lease costs are anticipated in occupying facilities at the Broadway Street Site already owned by Orleans Parish School Board. However, Audubon Charter School will be solely responsible for the upkeep and maintenance of the site, and the school will take steps to beautify and improve the site. Repairs and any renovations will be covered in the current and future long-range planning for the school district.

**ATTACHMENT 61**

**61. Please indicate whether the charter school you propose would:**

- have the same or substantially the same board of directors and/or officers as an existing private school;
- draw from an existing private school a substantial portion of the employees of the charter school;
- would receive from an existing private school a substantial portion of such private school's assets or property; or
- would be located at the same site as an existing private school.

61. Audubon Charter School will have no affiliation with any existing private school.

**ATTACHMENT 62**

**62. Please provide, if you wish, any other information that you think would be helpful to BESE in their evaluation of your application.**

**I. Mission Statement**

Our mission at Audubon is to provide a developmentally appropriate learning environment in which high academic standards, comprehensive arts education, and the celebration of individuality and diversity enable each child to achieve his or her potential as a learner, a person, and a valuable member of our society.

**II. Comprehensive Needs Assessment**

**Leap Results (2001-2005)**

The tables show the percentage of Audubon students reaching each achievement level. The data indicates that the current program at Audubon has increased student performance for fourth graders in English Language Arts, Mathematics and Science, while Social Studies showed little growth. Over the last five years there has been a decrease in the number of students achieving below the basic levels in English Language Arts, Mathematics, and Science and an increase in the number of students reaching mastery and advanced levels. Eighth grade results show relatively little movement, although there was a slight decrease in English Language Arts in 2005.

**GRADE 4**

**English Language Arts**

Percentage of Students at each Achievement Level

	<b>Advanced</b>	<b>Mastery</b>	<b>Basic</b>	<b>App. Basic</b>	<b>Unsatisfactory</b>
2001	3	29	53	10	5
2002	17	30	33	13	7
2003	6	33	42	16	3
2004	7	35	40	13	4
2005	4	17	50	28	2

**Math**

	<b>Advanced</b>	<b>Mastery</b>	<b>Basic</b>	<b>App. Basic</b>	<b>Unsatisfactory</b>
2001	0	19	40	21	19
2002	8	22	41	16	14
2003	9	16	54	13	9
2004	3	16	77	0	3
2005	4	7	59	22	7

**Science**

	<b>Advanced</b>	<b>Mastery</b>	<b>Basic</b>	<b>App. Basic</b>	<b>Unsatisfactory</b>
2001	8	23	42	23	5
2002	11	17	47	19	6
2003	6	25	33	32	4
2004	1	19	53	24	3
2005	4	11	35	44	6

**Social Studies**

	<b>Advanced</b>	<b>Mastery</b>	<b>Basic</b>	<b>App. Basic</b>	<b>Unsatisfactory</b>
2001	0	21	50	19	10
2002	3	19	59	12	7
2003	4	19	51	17	9
2004	4	24	49	18	6
2005	0	11	57	24	7

**GRADE 8**

**English Language Arts**

Percentage of Students at Each Achievement Level

	<b>Advanced</b>	<b>Mastery</b>	<b>Basic</b>	<b>App. Basic</b>	<b>Unsatisfactory</b>
2001	11	43	32	14	0
2002	13	49	32	5	2
2003	0	44	44	13	0
2004	0	16	77	6	0
2005	0	34	55	10	0

**Math**

	<b>Advanced</b>	<b>Mastery</b>	<b>Basic</b>	<b>App. Basic</b>	<b>Unsatisfactory</b>
2001	7	7	64	7	14
2002	13	19	63	4	2
2003	3	13	84	0	0
2004	3	16	77	0	3
2005	3	14	76	7	0

**Science**

	<b>Advanced</b>	<b>Mastery</b>	<b>Basic</b>	<b>App. Basic</b>	<b>Unsatisfactory</b>
2001	0	25	50	21	4
2002	12	49	32	5	2
2003	0	13	63	22	3
2004	0	32	42	26	0
2005	0	24	48	28	0

**Social Studies**

	<b>Advanced</b>	<b>Mastery</b>	<b>Basic</b>	<b>App. Basic</b>	<b>Unsatisfactory</b>
2001	14	18	57	11	0
2002	6	49	41	2	2
2003	0	16	69	16	0
2004	0	13	77	10	0
2005	0	28	62	10	0

**Comparison To District And State**

The tables below indicate Audubon students' performance compared to students in Orleans Parish and across the state. The data shows the percentage of students achieving at the level of Basic or above in each subject area. In both fourth and eighth grade Audubon students have consistently outperformed their peers in Orleans Parish and across Louisiana. Results from the Iowa Test of Basic Skills also show that Audubon students have surpassed both the District's and State's averages. Audubon has met and/or exceeded its SPS each year and each subgroup has met its goals. The school has shown recognized academic growth and has been labeled a School of Academic Distinction.

**English Language Arts**

Percentage of Students Achieving at or Above Basic

SCHOOL YEAR	AUDUBON		ORLEANS		STATE	
Grade	4 <sup>th</sup>	8 <sup>th</sup>	4 <sup>th</sup>	8 <sup>th</sup>	4 <sup>th</sup>	8 <sup>th</sup>
2000-2001	85	86	38	21	59	51
2001-2002	80	94	31	22	57	48
2002-2003	81	88	35	22	59	52
2003-2004	82	93	40	22	60	47
2004-2005	96	89	44	26	64	50

**Math**

Percentage of Students Achieving at or Above Basic

SCHOOL YEAR	AUDUBON		ORLEANS		STATE	
Grade	4 <sup>th</sup>	8 <sup>th</sup>	4 <sup>th</sup>	8 <sup>th</sup>	4 <sup>th</sup>	8 <sup>th</sup>
2000-2001	59	78	30	17	54	46
2001-2002	71	95	25	15	50	41
2002-2003	79	100	33	20	58	47
2003-2004	78	96	33	29	53	53
2004-2005	96	94	41	30	61	51

**Science**

Percentage of Students Achieving at or Above Basic

SCHOOL YEAR	AUDUBON		ORLEANS		STATE	
Grade	4 <sup>th</sup>	8 <sup>th</sup>	4 <sup>th</sup>	8 <sup>th</sup>	4 <sup>th</sup>	8 <sup>th</sup>
2000-2001	73	75	22	19	51	50
2001-2002	75	93	23	19	56	50
2002-2003	64	76	22	20	51	49
2003-2004	73	74	27	19	56	50
2004-2005	90	92	34	24	62	51

**Social Studies**

Percentage of Students Achieving at or Above Basic

SCHOOL YEAR	AUDUBON		ORLEANS		STATE	
Grade	4 <sup>th</sup>	8 <sup>th</sup>	4 <sup>th</sup>	8 <sup>th</sup>	4 <sup>th</sup>	8 <sup>th</sup>
2000-2001	71	89	32	24	55	54
2001-2002	81	96	28	24	54	54
2002-2003	74	85	22	23	60	49
2003-2004	77	99	35	26	59	53
2004-2005	91	93	34	28	58	56

**Iowa Test Of Basic Skills (ITBS)**  
Composite National Percentile Ranking of Average Standard Scores

SCHOOL YEAR	AUDUBON				ORLEANS				STATE			
GRADE	3	5	6	7	3	5	6	7	3	5	6	7
2000-2001	64	69	70	70	28	38	30	25	50	52	48	48
2001-2002	64	74	63	68	27	33	33	27	50	51	51	47
2002-2003	70	72	72	67	33	39	27	28	55	56	44	48
2003-2004	60	75	67	68	35	40	28	30	57	57	46	48
2004-2005	73	67	61	72	36	38	32	31	57	59	47	49

Audubon School has been successful in educating our free and reduced lunch students through the Montessori Program which features hands-on learning. In reviewing the test scores of our free and reduced lunch students, we have noted that these students have consistently performed better on the Iowa and LEAP tests than their peer group in other Orleans Parish Schools.

**Scientifically Research Based Strategies**

We will work hard to ensure that our at-risk population is achieving at or above grade level. The faculty and staff at Audubon Charter School will use a variety of scientifically research-based strategies to improve student performance in school. These strategies will allow teachers to meet the needs of all students. The strategies include, but are not limited to:

- Understanding by Design
- Differentiated Instruction
- Marzano's Essential 9
- Data-driven instruction
- Developing professional learning communities
- Literacy instruction based on the five pillars of reading
- Curriculum development
- Comprehensive Arts Education